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ABSTRACT

In evaluating Federally-funded adult consumer-homemaking education programs in New York, ten programs were selected. A sample of participants was drawn through a process of random, unannounced visits. Evaluation techniques included interviews, systematic observation, ratings, and recording critical incidents. Several instruments were created for use in the study including the Consumer-Homemaking Descriptive Rating Scale and the Participant Interview Schedule. Results included these: significant gains were made by individual programs in all areas with most progress registered in clothing/textiles, in foods/nutrition and in relationships; those who persisted in the program were found to be less-educated, older, and of lower income; most participants came "to learn," were satisfied with the congenial atmosphere and opportunity to meet and be with others, endorsed the program as worthwhile, and trusted the teachers; little difference was found in comparing experienced and inexperienced paraprofessionals; teachers were found to understand the feelings and problems of the participants; and programs seemed to be reaching those for whom they were intended. Recommendations were made. (A 30-item bibliography is listed; appendixes presenting measures used in the study comprise half the report.) (SC)

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FINAL REPORT

Grant No. VEA 73—F3—242

Evaluation of Homemaking and Consumer Education Programs for Low-Income Adults

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June 1973

University of the State of New York
State Education Department

Bureau of Home Economics Education
Bureau of Occupational Education Research

Albany, New York 12224

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Helen Y. Nelson and Gertrude P. Jacoby

June 1973

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to the Vocational Education Act of 1963

New York State College of Human Ecology
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Ithaca, New York

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CHAPTER I

INTRODUCTION

The Problem

Newly-designed home economics programs funded under Part F, Consumer and Homemaking Education, of Title I of the 1968 Amendments to the Vocational Education Act, were established in New York State to serve low-income adults and out-of-school youth. The programs were planned to be comprehensive in a way providing learning opportunities to fill needs of the individuals and families to be served in all phases of home economics, with special emphasis on consumer practices.

Evaluation of the adult homemaking and consumer education program was of primary concern to those charged with responsibility for administering funds entrusted through provisions of the vocational education legislation. Important to an evaluation is a design that meets the needs of local programs for feedback on their efforts, enables data to be gathered that will facilitate decision-making at the state and local levels, and is flexible enough to provide for program growth. Ideally, such evaluation looks toward program modification and improvement and provides information on a statewide basis yet preserves each center's privilege of planning its program to fit local needs.

Setting forth convincing evidence that any program designed to change behavior is doing that is one of the most difficult problems faced by behavioral science researchers. However, evaluation of programs must be attempted, not only to meet requirements of the legislation but also to enlist the support such programs must have.

Background of the Legislation

Vocational education in the United States has, since the Smith-Hughes Act of 1917, been a cooperative effort of local, state, and federal agencies. Legislation affecting vocational education has been inherently responsive to social and technological needs. As social change accelerates, the tempo of coordinate legislation increases. Home economics has been particularly affected by recent legislation.

The Vocational Education Act of 1963 shifted program priorities

from training in limited categories to assisting major groups of people in need of occupational training--new entrants into the labor market, the underemployed, those in need of retraining as job skills became obsolete, and persons with special problems which limited their progress in the changing work world.

The Vocational Education Act Amendments of 1968 provided for an even closer meshing of change-response. Significant new requirements of the law were designed to better meet the vocational needs of the people.

The present study is concerned with Part F of Title I of the 1968 Amendments, Consumer and Homemaking Education. Consumer and homemaking education was defined as

> education designed to help individuals and families improve home environments and the quality of personal and family life ... includes instruction in food and nutrition, child development, clothing, housing, family relations, and management of resources with emphasis on selection, use, and care of goods and services, budgeting, and other consumer responsibilities (United States Department of Health, Education and Welfare, 1969, p. 10).

Thus it can be seen that whereas the 1963 Vocational Education Act defined two phases of home economics--one phase accenting preparation for homemaking and the other, wage earning--the 1968 Amendments developed still another aspect of home economics, consumer education. Consumer education has always been an integral part of home economics; but the legislation served to make more readily visible this focus.

Consumer education per se has many meanings for many people. A concept acceptable to most home economists is probably that which sees consumer education as

> preparation of individuals to manage total resources in order to develop a satisfying life style within the framework of personal and group values (Jerry & Rucker, 1971, p. 1).

Conceptualization of the 1968 Amendments in New York

Under the 1968 Amendments funds were allotted to the states on the basis of population and an approved State Plan for Administration of Vocational Education under the Vocational Education Act. Implementation of consumer-homemaking education as outlined in the State Plan became the responsibility of the Bureau

of Home Economics in the State Education Department and establishment of consumer-homemaking education programs at the local level, a function of boards of education of local school districts or area occupational programs. Requirements for program approval were:

(a) The program will encourage greater consideration of the social and cultural conditions and needs, especially in economically depressed areas;
(b) The program will encourage preparation for professional leadership in home economics and consumer education;
(c) The program will be designed for youth and adults who have entered or are preparing to enter the work of the home;
(d) The program will be designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner; and
(e) The program will include consumer education as an integral part thereof (United States Department of Health, Education and Welfare, 1969, pp. 99-100).

Within the framework of the law each state exercised considerable discretion regarding use of the federal funds. In New York State the initial thrust of the program was establishment of full-time programs in consumer and homemaking education designed to serve low-income adults and out-of-school youth.

The sense of the legislation was innovation and new approaches were tried in New York which recognized the antipathy of the poor for traditional education:

1. Programs were taken to the people via learning centers located in apartments in target area housing in private or public units, storefronts, community centers, mobile units.
2. Participants planned the program through representation on the advisory committee and requests for help on an informal, walk-in basis, with large-group activities scheduled when interest warranted.
3. Direct teaching by a professional was supplemented with instruction from indigenous aides, resource persons, and referral to special services.
4. Programs were characterized by a variety of activities, particularly in regard to using the market place as a classroom.
5. Advisory committees having a balance of concerned professionals and representatives from the target population helped with recruitment, program planning and evaluation.

Objectives of the Study

The present study was undertaken primarily to provide information concerning the impact of centers such as have been set up under the support of the provisions of the Vocational Education

Act Amendments of 1968 on the concerns of program participants. Also sought was information concerning the impact on the lives of the paraprofessionals who staff the program. Answers to questions which should provide direction to those who must make decisions regarding program continuance or program revision were also sought.

Specific objectives of the present study are:

1. To measure progress of program participants toward performance objectives directed at
   a. understanding and application of consumer education and homemaking concepts,
   b. attitude of acceptance of program and the trustworthiness of staff, and
   c. readiness of participant to learn and profit by program.
2. To assess ability of professional staff to
   a. understand feelings and problems of program participants,
   b. collect and interpret evidences of learning on the part of program participants,
   c. collect, develop and use resources available to enhance program, and
   d. present a creative and innovative program.
3. To measure progress of paraprofessional staff toward performance objectives directed at
   a. characteristics of employability as evidenced by job performance, job persistence, and attitudes toward paraprofessional jobs in human services, and
   b. understanding and application of consumer education and homemaking concepts.
4. To provide descriptive data to answer the following questions regarding processes and facilities:
   a. What was the nature of program attendance?
   b. What procedures enhanced attendance?
   c. What teaching methods seemed most acceptable to participants?
   d. What use was made of volunteer help? Advisory committee?
   e. What other programs operated in the area for the target population and what use was made of them?
   f. To what extent did program operate as planned?
   g. What was the extent of professional staff development?

Limitations of the Study

A severe limitation of the study is the nonrandom selection of a sample of 10 from 25 fulltime adult consumer-homemaking programs operating at the time the study was planned. Thirty-nine fulltime adult consumer-homemaking programs operated in New York State during fiscal year 1972. The Donavan study (1970) had pointed up the difficulties involved in evaluating such programs in the first nebulous stages before adequate numbers of participants have been built up. Centers selected, therefore, tended to be among the first of those established. Although the sample of participants was

randomly selected, the arbitrary inclusion in the study of original centers beclouds generalization beyond those 10 programs.

Another important limitation was the need for non-threatening evaluation techniques prescribed by the nature of the audience, which precluded the use of self-report attitude scales. Affective objectives were measured through interview and observation. In-depth assessment of attitude was deemed inappropriate, however, in view of the sensitivity of the target population.

The 6-month test period of the study was a short time span for achieving the hoped for behavioral change since most participants could or did attend only irregularly.

Program foci changed so rapidly that some facets were difficult to measure; e.g., the outreach aspect of the program where presentations were taken by center staff to groups meeting outside the center. This focus was minimal or non-existent in the first stages of research design, becoming increasingly important as the study progressed.

The study does not provide for direct comparison between the fulltime programs represented by the 10 centers in the study and parttime programs serving the same target population throughout the state.

CHAPTER II

REVIEW OF RELATED RESEARCH

Assessment studies of programs similar to the homemaking and consumer education program point up the difficulties inherent in such evaluation. Perhaps foremost is the need to use evaluation techniques which are non-threatening to a sensitive target population. Further, there tends to be a dearth of locally-defined performance objectives and absence of reporting systems which yield complete and reliable data. Lacking also are valid and reliable measures of participant progress toward cognitive, affective and psychomotor objectives; adequate followup of subjects (Ss); use of comparable control groups; and random selection of sample and program sites. Compounding the problem are philosophical differences regarding strategies for alleviating poverty--the income strategy exemplified by the guaranteed income plan where any earned income is supplemented to reach an established minimum and the service strategy which provides education, day care, job training (Moynihan, 1971).

The character of the officially-defined poor has changed as social programs and an expanding economy have assisted the many upwardly mobile, leaving behind an underclass--the "hard core" seemingly more difficult to help through conventional means. The definition of poverty itself has evolved from including those without essential food, clothing, and emergency medical care to those disadvantaged relative to others' affluence. In dollar terms the definition of poverty for a nonfarm family of four has risen to $4137, double the turn-of-the-century figure when it is translated into current dollars (United States Bureau of the Census, 1972).

A major evaluation conducted by the office of the Comptroller General of the United States (1969) of programs funded under the Economic Opportunity Act of 1964 included field observations at selected locations, review of management functions, and interviews of enrollees and dropouts in the community action, education and manpower programs regarding experiences in the program and status several months thereafter. The high dropout rate in programs prompted the conclusion that many participants received little help.

General recommendations for the total Office of Economic Opportunity (OEO) program included collection of complete and reliable data, information regarding characteristics of the poor, more-accurate determination of participant and community needs, adequate followup of Ss, establishment of criteria for judging success

of a program, and initiation of evaluation studies national in scope--with the research and development studies having statistical designs and using control groups.

In a followup to a 3-volume compilation of information of federally-sponsored human resource programs the Subcommittee on Economic Progress of the Joint Economic Committee, the Congress of the United States, invited distinguished scholars to analyze the field of human resources and the role of public policy. Somers (1968), commenting on the evaluation of manpower policies, deplored the difficulties in finding control groups similar to the trainees in every respect except for training, which frequently led to abandonment of the control effort in favor of simple before-after comparisons. Such reports, Somers noted, show program benefit only when a worker's status prior to training is exceptionally dreary and his program exceptionally great.

Marshall and Briggs (1968) argued that benefit-cost techniques do not help decide such questions as value of programs for aged persons versus teenagers, who may need maturity and education more than job training. Mangum (1968) asserted that no existing federal human resource program had adequate data for evaluation of strengths and weaknesses and none, at that time, had a reporting system able to produce such data. In looking at programs funded under the Manpower Development and Training Act Mangum wrote of built-in "creaming" tendencies in the institutional training component of MDT since its enrollees were primarily those who sought help from an Employment Service office. However, its enrollment was reported as becoming increasingly the nonwhite, the young, the welfare recipient, the handicapped. Unfortunately,

> The resources and enrollments in all of these programs are too small relative to the...magnitude of needs to have had an appreciable impact on the problems they were intended to 'solve.' Remedial programs for the disadvantaged currently enroll an average of only 300,000 people at any point in time--this in an economy where in prosperous 1966, 2.5 million persons were unemployed 15 weeks or more, 85,000 were unemployed over half the year, 1.3 million males 25 to 65 years of age did not seek work and more than 5 million persons worked for less than the Federal minimum wage (1968, p. 188).

Havighurst (1970) tried new approaches to meeting the special challenge involved in evaluating a program for a minority culture, in this case the education of American Indians. A national conference, which included the Indian leadership, set guidelines for the study. The sample included a cross section of children from major tribal groups (of 300 in the United States) in various kinds of schools and various settings--reservation, rural non-reservation, urban. Havighurst defended the adequacy of his sample, admittedly not a random selection, as dealing with a

range of types of communities and allowing for some generalization.

The design of the study included an extensive survey to summarize present status of American Indian education, an intensive field study of educational systems of 25-30 communities, and self-studies of educational programs and needs made by Indian communities. The study relied mainly for data collection on systematic observations at schools, anecdotal records, and interviews of students, teachers, parents, and community leaders. Since the purpose of the interviews was to appraise perception of the Indian community of its schools, open-end questions were used to encourage free response. Because of the nature of the interview schedule a set of rating scales was devised to measure the positive and negative strengths of expressed attitudes. Findings in the Indian Education study having relevance for the present study include a broad consensus among parents, students, teachers and community leaders that the most important role of education is to prepare Indian youth for employment in the dominant economy and for satisfying lives in the cultural mainstream.

In a study funded by a private foundation prior to general public recognition of problems of poverty in the United States, Lazar (1967) investigated the efficacy of new sources of manpower for staffing a multi-service center serving an economically deprived area. The study, which later received supplemental grants from OEO, was concerned also with community development and acculturation of non-mainstream groups. The study recognized that life was difficult for "persons in need of massive reorientation to the larger culture" (p. 3) because agencies designed to solve their problems were not interrelated whereas their problems were.

Lazar collected demographic data, surveyed community needs, used available standardized tests where appropriate, and developed additional evaluation instruments. Interview responses were objectively analyzed through use of a 5-point scale for rating strength of responses. A Thurstone-type Family Movement Scale was developed to meet objectives of the study. Case studies and attrition rates of staff and participants were also used. Little objective evaluation was made, however, of the consumer education and family skills program of particular interest here, except for attendance records and observation. Despite active recruitment, provision of child care and transportation, average attendance at the consumer education workshops was seven persons.

First ratings on the Family Movement Scale were made on each family served within a month of initiating service and additional ratings were made at 3- and 6-month intervals. The researchers encountered considerable resistance from staff in use of the scale to rate their Ss. Although differences between pre- and post-ratings were small, scores showed Mexican-Americans tending to gain most, blacks gaining somewhat and Anglo-Americans losing ground. Inspection of tables of mean scores shows that Mexican-Americans started with lower means for all dimensions on the scale

except motivation and attitude toward authority, where mean scores for blacks were lower. Small differences in regard to authority are, however, probably not statistically significant.

A program for families living in low-income housing (Minnesota State Department of Education, 1969) also pioneered in the development of effective techniques for delivery of educational services to the poor. No formal evaluation was made, but findings of interest include the low attendance at individual sessions, an average of seven or eight persons. Child care was provided which was custodial at first but increasingly educational. There was a complete turnover of students in the 5 years reported. Participants moved, went to work or went on for further education. As the program grew, lessons were taken to students already enrolled in Adult Basic Education classes, institutionalized persons, and the like.

A precursor of the present study, the Donavan evaluation (1970) of the consumer-homemaking education program in New York State, was hampered by lack of specific performance objectives at the local level and general newness of the program. Donavan had expected the evaluation to include content, teacher competency, appropriateness to the lives of participants, and how well Ss learned. He found, however, that attracting and holding the target people was a major accomplishment and that although commonalities were present, "allowance must be made for the possibility that differences in programming may be the most important consideration" (p. 2). He remarked that current thinking on evaluation as an ongoing process which "suggests modifications and new directions which can be integrated into the project as it proceeds" was an orientation particularly appropriate for consumer-homemaking education programs. "New approaches are constantly instituted, then improved or discarded" (p. 3).

Evaluative data were collected through visits to seven centers, conferences with center staff, use of informal and formal records of centers, summary reports for the year sent by centers to the State Education Department, and a time sample of activities at each center. Content areas ranked in order of scope and emphasis as reported by centers were clothing, foods/nutrition, health and grooming, housing, consumer economics, child development, and family relationships. In addition to the obvious needs to strengthen consumer skills and improve instruction in relationships, care of children of participants was found to be mostly custodial rather than educational for both parent and child.

In his recommendations for the program, Donavan chose to make suggestions for continuing evaluation of the programs rather than commenting on the operation of individual centers. His first concern was that although, clearly, objectives of the homemaking-consumer programs would not be achieved quickly, specific objectives on the local level should be established to allow concrete measurement of progress.

CHAPTER III

METHODOLOGY

A major difficulty of program evaluation has been, as evidenced from the studies reviewed, hazily-stated objectives and absence of means to measure attainment or lack of attainment of these. The usual standardized measures such as pen and paper attitude scales were not acceptable to the target population. Neither are cost-benefit studies appropriate when answers are sought to value questions inherent in low-income programs concerning, for example, the priority to be given one age group over another, individual achievement over community development, gratification of immediate needs over long-term gains.

The goals of the overall program are broad and generalized, allowing for varying program interpretations. Central to the present evaluation is the measurement of progress toward specific objectives, using instruments developed expressly for the study. In this sense the study represents a pioneering effort in evaluation which is non-threatening but nevertheless rigorous and objective.

Description of Sample

Ten program sites were selected by the Bureau of Home Economics, State Education Department, as representative of fulltime adult consumer-homemaking programs operating throughout the state at the time of the study. Nine urban areas were selected and one rural program, the only fulltime rural program established at that time. Some urban school districts sponsored several adult consumer-homemaking programs; in these instances local staff designated the center to be studied. Because of the time required for making the new centers operational, the first program established in each city tended to be selected.

A sample of program participants was drawn for the present study. Paraprofessionals employed in the 10 centers were also studied.

Sample of Participants

Because of the variability among the 10 centers the decision was made to include in the sample several participants from each center instead of selecting the sample from a pool of Ss from all centers. In this way data for individual centers could be analyzed for program differences, as well as analyses made of the program's

total effect. Considerations regarding time, travel and expense involved in collecting data through interviews limited sample size to approximately 100. Since attendance varied greatly among the 10 centers the number drawn from each center was weighted according to participation the previous month of Ss who were new to the program.

Of 118 new Ss randomly drawn, 103 agreed to be interviewed. Those declining gave as reasons lack of time because of new job or demands of family care (n=8), inability to attend future programs (n=3), moving from area (2), and illness (n=3). The reasons for refusal were largely corroborated by staff, and the researchers concluded that those declining to be interviewed were neither more hostile nor less motivated than the Ss interviewed.

Few background data specific to the Ss were collected at the time of initial interviews because of the sensitivity of the target group. The persons making up the sample were not a captive classroom of students accustomed to testing but, rather, participants who came voluntarily to an educational program, and usually only after active recruitment and much reassurance from teachers and indigenous program aides. Background data on the sample were, therefore, gleaned from monthly teacher reports, observations of interviewers, and a confidential Background Information form supplied by teachers at the conclusion of the study.

One hundred and seven women and one man comprised the random sample, 33 (30.5%) of whom were black, 23 (21.3%) Spanish-speaking, 2 Mexican-American, 1 Oriental, and the remaining 45.5% white. Seventy-six (70%) of the Ss fell in the 21-39 year age bracket, 25 were between 40 and 65, 3 were under 21 years of age, 2 were over 65 and no information was available for 2.

Teachers judged educational level reached to be under sixth grade for 9 Ss and between grades 6 and 11 for 43 Ss. Forty-two were thought to be high school graduates or the equivalent, 5 to have received post-secondary training and 4 to hold college degrees. No information was available for 5 Ss.

Sixty-seven, or nearly two-thirds of the Ss, were observed to be in normal health, 25 overweight, 4 disabled, and 8 to have such problems as asthma, drug addiction, skin rashes, loss of teeth, underweight or a history of repeated surgery. Since liaisons tended to be irregular, teachers were asked to indicate family status as single (n=16), couple (40), one-parent (13), two-parent (27), widow (7), and unknown (5). Additional information supplied by teachers regarding family status were problems of an interracial couple rejected by both families, alcoholic husbands, and one person who had just left on an extended honeymoon after marrying the man she'd lived with for 15 years.

Income levels for 33 Ss were "lowest for those attending the center" with source of income described as welfare only (n=14) or

income from employment, Social Security or child support--all supplemented with welfare. In 10 cases source of income was from employment of S, spouse, or both. Fifty-four, or exactly half the Ss, were observed to have average income for those attending the center with the source of income employment of S (n=5) or spouse (n=5), both working full- or parttime (n=11), employment in low-paid jobs supplemented by welfare (n=4), Social Security (n=4), or earnings from enrollment in such programs as Work Incentive or Neighborhood Youth Corps (n=2). No information was available for 3 Ss. Seventeen Ss were judged to have higher income than most program participants, with source of income full- or parttime employment of S or spouse in 12 instances and unknown in 5. No estimate of income level, whether low, average or high, was available for 5 Ss.

Ninety of the 108 Ss had children, 61 of whom were preschoolers, 93 elementary school age, 66 teenagers and 49 mature. Most of the immature children lived at home; a few were in foster homes. Some Ss were caring for grandchildren. Mean number of children for the 90 Ss was 2.99 with the median age at elementary level. Sixteen Ss had no children and information was not available for 2 persons.

The profile emerging from background information on the random sample shows the typical program participant to be a woman between 21-39 years of age, in normal health, who had completed between 6 and 11 grades of schooling. There were 3 children in the family and probably a man, who contributed to support.

Sample of Paraprofessionals

The sample of paraprofessionals was composed of aides who were employed in the 10 centers at the time of the study (n=26). Ten newly-hired aides employed in similar programs formed a comparison group. Aides were thought to be indigenous and inspection of demographic data supports the assumption. Sample medians are comparable on such Vs as age, health, family status, and income level. Differences occurred, however, in level of education and in racial mix. Both experienced and new aides typically had a higher level of education, completion of high school, than the median for the sample of participants, completion of from 6-11 grades of schooling. A higher percentage of aides than Ss were black (42% as contrasted with 30.5%) and fewer aides than Ss were Spanish-speaking (12% vs. 21%). In both aide and S samples, approximately 46% of the total were white.

Description of the Program

General Characteristics

Developers of fulltime adult consumer-homemaking education programs in New York State were encouraged to tailor programs to local needs and to try innovative approaches for delivering education-

al services to the poor. Programs were required, however, to remain within certain commonalities outlined in State-developed guidelines. The requirement of sponsorship by a local school district or area school Board of Cooperative Educational Services (BOCES) had to be met. Interested agencies such as Community Action Programs (CAPs) were represented on advisory committees but final responsibility for programs rested with boards of education. Advisory committees included, further, a balance of representation between concerned professionals and program participants. Advisory committees were expected to assist with recruitment, program planning and evaluation. Programs did not offer rigidly specified courses; recommended, rather, were varied offerings ranging from instruction-on-demand on a walk-in basis to scheduled presentations by staff or resource persons and field trips--perhaps to investigate community services. Program offerings were directed at men as well as women. In some cases teen groups were served, upon request from the target group. Occasionally regularly-scheduled clinics became part of the program, perhaps conducted by Legal or Family Services. Continuous recruitment was recommended, using word-of-mouth, telephone, calendar of activities sent to a mailing list or distributed at laundromats and supermarkets in target areas, and other techniques. Depending on the size of the program, staff included a teacher-coordinator, instructors, and paraprofessionals who provided care for children of participants as well as performing other duties. The project director, who assumed responsibility for administering the program in addition to his other duties, was usually the director of continuing education or city supervisor of home economics.

Programs were expected to offer a flexible time schedule including evening and weekend hours in order to serve the employed poor as well as welfare mothers, and to remain open year round. Prior to development community needs were surveyed to prevent overlapping of services and selection of convenient site. Funds were made available for equipment, furnishings and limited renovation so that centers, although located in dismal surroundings, were in themselves warm and inviting.

As the programs evolved, an outreach aspect was promoted as a means of reaching more persons, making better use of staff, and in response to requests from community groups. In the outreach program professional or paraprofessional staff members made educational presentations to established community groups--perhaps supplementing "Social Living Skills" classes which are part of Adult Basic Education (ABE) programs, or meeting with Senior Citizens groups or groups recruited by the Salvation Army, Ibero-American League, or CAPs. Some requests were received for occasional meetings or short series of sessions, but most tended to be for year-long, regularly-scheduled services. The usual staffing for outreach was a home economist assisted by a general, child care-teacher aide. Portable sewing, foods demonstration and other equipment were transported by the teacher and her aide unless available on site.

The guidelines directed that continuous local evaluation be related to program and participant objectives specified in the project proposal submitted to the State Education Department for team review by representatives of home economics, occupational education supervision, general continuing education and--where appropriate--migrant education or adult basic education. Preliminary curricular emphases were properly planned by the advisory committee, but subject to revision in light of participants' expressed or obvious, unspoken needs. The guidelines required submission of plans for care of children for participants, for whom funds were available for educational materials and nutritious snacks.

Individual Programs

Program 1 was located in a community education center in the Eastside inner city, an area inhabited largely by low-income blacks along with some Puerto Ricans and other minority groups. The area suffered from the pathology so well described in any current work on the decay of central cities: abandoned or substandard buildings, lack of services, high crime rates, empty lots occasioned by Urban Renewal projects not yet built, heavy traffic, lack of environmental beauty. In addition to the walk-in center the program conducted, through a fulltime staff, an extensive outreach operation. Regularly-scheduled classes were held in neighborhood schools and community centers serving the south and east portions of the city. Finding space which met Board of Education approval was difficult. Although requests had been received from the Municipal Housing Authority and Model Cities Agency for assistance for tenants of low-income housing, meeting rooms of housing projects were not approved by the Board as suitable facilities. Classes met, therefore, in whatever space could be found in neighborhood schools, from storerooms to temporarily vacated gymnasiums.

Facilities for the fulltime program were located in a community education center that had been fashioned from a former neighborhood shopping plaza. The spacious and attractive quarters were well-equipped for instruction in all phases of home economics, including child care for participants. The walk-in center staff of Program 1 included a fulltime home economist, a teacher's aide highly skilled in clothing construction, and a child care aide. A parttime home economist assisted with Saturday teen classes and with some of the evening programs, held four days a week. The walk-in center was closed Monday mornings and Fridays after noon, as staff adjusted their schedules to meet demands of greatest participation and teachers' 30-hour work week. The outreach program was staffed by a fulltime home economist and combination teacher-child-care aide. At the beginning of the study a home economist-coordinator assisted with planning, teaching and--in particular--coordination with other agencies. When she resigned, however, the position was not filled. The program was supervised by a Board of Education administrator responsible for federally-funded home economics, including occupational education at the secondary level.

Program 2 was located in the community meeting rooms of a public housing unit, one of a large complex of high-rise buildings. The project was located in the midst of a target area inhabited by black and Spanish-speaking families who were described by the project director as experiencing difficulties earning a living, managing what income they had, functioning in a complex consumer market, and taking advantage of public special services related to health and education. The inhabitants of the project were characterized as "unreachable," "multi-problem" families lacking motivation and exhibiting general inability to cope with home and family life. Of special concern to the housing authority was apparent lack of interest in maintaining the premises and unacceptable housekeeping practices.

The larger neighborhood replicated the congestion of the project. Nearby streets were crammed with small shops, many bearing signs in Spanish, and narrow sidewalks tended to be crowded with pedestrians. Spaces of lawn among the many buildings in the housing complex encouraged thoughts of a pleasant stroll. However, researchers were warned against venturing beyond the immediate limits of the center, certainly unless accompanied by a member of the local staff.

Facilities were equipped for food demonstration, sewing and other home economics subject areas, but child care for participants was not approved in the months of the present study. Two fulltime staffs of home economist and two aides, most of whom were bilingual, were required to maintain the center schedule of six day a week operation, including evening classes. Outreach activities were also conducted from the center. Program 2, one of eight programs in the major city, was supervised by a fulltime project director--a home economics educator--assisted by three home economists who also developed curriculum.

Program 3 was located in a storefront in the inner-city Puerto Rican community. In addition to general problems of poverty newly-arrived Puerto Ricans suffered from the language barrier as well as tending to have many dependents. The storefront was one of a cluster of small shops, which provided security for equipment and staff. The owner of the building conducted a restaurant next door and was immediately available in case of emergency.

Program 3 had an approach unique among the 10 centers in the sample. The survey of community needs had shown that the major emphasis of the program should be consumer education, to prevent overlap of services by other agencies. Instruction was mostly carried into target people's homes by teams of aides or home economist-aide, using bilingual visuals developed according to recommendations of the indigenous aides. In addition to door-to-door home visits "parties" were held in homes for families and neighbors at which consumer education lessons were given by the aides, who also provided simple refreshments. Outreach presenta-

tions were taken also to groups recruited by interested agencies. Success with outreach, pioneered in Program 3, led to the incorporation of this important aspect into other consumer-homemaking programs.

The storefront facilities, equipped similarly to other centers, were used periodically for "Mothers' Club" meetings, furniture restoration sessions for neighborhood men, referral, and individual counseling. A fulltime coordinator supervised the three storefront-outreach programs serving the city under overall direction of the city supervisor of home economics. Early in the study each storefront center was staffed by a home economist and two aides. Later, since security measures required community work by teams rather than individuals, a third aide was funded to allow two teams to work in each sector.

Program 4 was centered in an attractive, well-equipped relocatable classroom located in a small park-like complex of similar buildings housing prekindergarten programs. The village itself was a one mile square Long Island community. There was no industry, only small businesses in the heavily-populated area. The population at the time of the study was composed of poor transients as well as more-stable low and middle-income groups, most of whom were black. The median income was reported in the mid-60s as $5,000 and dropping as middle-income families moved out and a large influx of low income families moved in. Health statistics, high proportion of families on welfare, and number of adults with low educational level were pointed to as further indicators of poverty.

The center was staffed with a home economist, teacher aide skilled in sewing techniques, and child care aide. The schedule was limited to a 9:00 to 3:00 pattern five days a week. There were few evening or outreach programs. Overall, at the time of the study, supervision seemed to be sporadic and divided among several administrators.

Program 5 was part of a community education center serving census tracts described by the Community Welfare Council as having undesirable physical and social environment, poor and inadequate housing, and evidence of excessive family breakdown. Within the area of concern were found the largest number of welfare families and other low-income persons in the city, including a large segment of the black community. The center was also asked to serve a low-income housing project outside the immediate target area.

The exceptional facilities of Program 5, located in a former school, included a large living center-foods laboratory, sewing room, and two child care areas--one spacious room for preschool and older children and another for infant-toddlers. The center was attractive and inviting despite its location on the third floor. Facilities for physical fitness sessions and additional space for refinishing-upholstery classes were available when needed.

Major activities at the center were set mornings five days a week with afternoons reserved mostly for sewing projects, and evening classes twice weekly. Outreach activities, at the beginning of the study, were largely directed at supplementing the training of students enrolled in other adult education classes conducted in the community center. Outreach activities beyond the center gained momentum as the study progressed.

The program, under direct supervision of the city supervisor of home economics, was imaginatively staffed by one full- and three parttime home economists. Child care was the province of two highly-trained paraprofessionals. Infants and toddlers were cared for by a licensed practical nurse, who also taught sessions to adults on first aid and home nursing. The preschool teacher held a two-year degree in nursery education. The staff also included teacher aides. Program 5, because of the excellence of the walk-in facility, attempted to serve other than the immediate area of the city through outreach and encouragement--including provision of transportation--of Ss to attend center activities.

Program 6 operated a mobile classroom from a BOCES office, the area school serving a county in the officially designated Appalachia region. The mobile unit was specially equipped for consumer-homemaking classes, including a child care area. The chief target of the program was the group of white, rural nonfarm residents who made up a large proportion of the poor in the county. Migrant workers, resettled migrants, and low-income persons--mostly white--in villages and small cities of the county also were part of the target population. The county, beautiful in topography and natural assets, was suffering further from decline of local industry in the face of the general economic depression. Added to the chronic distress were the disastrous effects, toward the end of the study, of the great flood caused by Hurricane Agnes.

The program was staffed by a home economist assisted by a teacher aide and the bus driver, who taught occasional sessions and supervised children of participants. The driver also, in addition to manouevering the mobile classroom into position near public buildings or churches in the small communities served, transported Ss to and from the classroom in a second, smaller vehicle.

Since the staff directed their efforts largely at isolated rural residents, much time was spent recruiting participants. Sessions were usually held in the morning in one area and the afternoon in a second location. Areas were served in this fashion once a week for several months and then the program moved on to other areas. Rare outreach presentations were made to organized groups such as senior citizens in a housing project in one of the county's larger communities. The staff were largely autonomous with limited supervision by a BOCES official.

Program 7 was located in a "T-House," a second floor flat of

a two-family home in a neighborhood characterized by the project director as populated with families having substandard housing, equipment and furnishings and only limited funds for food, clothing and other essentials. Inadequate consumer information and undesirable consumer practices were deficiencies uncovered in the community survey of needs. The T-House, with T standing for "Training, trusting, trying--it's Terrific," was staffed with a home economist assisted by a child care aide and teacher aide. A fulltime coordinator directed activities at the four T-Houses serving the quadrants of the city and an extensive outreach program, with separate staff, serving the total city. Outreach activities included regularly-scheduled classes for enrollees of ABE and MDT programs. The city supervisor of home economics provided overall supervision, with strong support from top administrators in the school system. T-House sessions were held five days a week from 9:00 to 5:00 with evening sessions twice weekly. Occasional special Saturday classes were held in reupholstery and the like, as demand warranted.

Program 8 operated from an apartment in a public housing unit located in a neighborhood where 70% of the total population met the criteria used by Title I, Elementary and Secondary Education Act, and OEO to determine target areas for their programs. The profile of the county, with respect to OEO surveys, ranked it in the top 11% of the counties in the United States needing service-type programs. The immediate neighborhood of the center was characterized by substandard housing and high rise public housing. Living conditions in the high rise project were difficult because of lack of privacy, actual physical isolation due to highway and bridge construction, lack of outdoor facilities of any kind, and the demeaning and proverbial shabby hallways and pervasive odors.

In addition to the small two-bedroom project apartment, a storeroom provided space for child care of Ss. Later in the study the teacher persuaded the Authority to provide a second apartment to be devoted to child care and the storeroom was converted to use for physical fitness classes, furniture restoration, office space and a private area for individual counseling. The center was staffed with a home economist, foods instruction aide, clothing construction aide, two child care aides and a fulltime recruiter. Later in the study a second home economist was added to facilitate evening classes and a city-wide outreach program, particularly in housing projects not being served. Overall supervision was provided by the city supervisor of home economics, who was responsible also for a similar consumer-homemaking program in a housing project in another area of the city.

Program 9 was part of a center for adult education serving an entire county contiguous with New York City. The school itself was located within the boundaries of an area identified by the Urban Renewal Agency as high density, low-income. Facilities consisted of a single large room equipped for instruction in sewing, a small kitchen and storeroom. Child care was not provided.

Staff included a parttime project director, parttime home economist, fulltime professional dressmaker-instructor, and two parttime resource persons highly skilled in reupholstery or macrame and similar crafts. The program operated five days a week with four evening sessions. A second consumer-homemaking program in the city was located in a low-income housing project.

Program 10 was located in a basement room of a junior high school in the "Hollow," an identified core target area with a population of blacks, Puerto Ricans, and people from Slavic countries. Potential participants were described as needing constant reassurance and encouragement, to have strong religious feelings, as tending to be defensive and apathetic. The attractive large room which housed the program became as congested at times as the downstate city it served. The program was staffed by three parttime home economists and a bilingual aide. The city supervisor of home economics provided overall supervision of the Hollow program, as well as a second consumer-homemaking program later developed in another section of the city as part of an ABE center. Scheduling was limited in the Hollow program since, for security reasons, the sessions could only be held when the junior high classes were. Repeated efforts at outreach were made by center staff but with little success, during the study, because of defensiveness of other agencies in the area.

Identifying Objectives of the Program

Development of Bank of Objectives

Prior to the present study the exploratory Donavan study (1970) determined the need for local specific objectives and for flexible measures in the face of rapid evolvement of programs as new approaches were tried, then improved or discarded.

Determining specific objectives for each program posed a problem because of the requirement that participants plan the program, resulting in varying priorities. Further, local school personnel--in development of proposals for project funding--sometimes had limited expertise in writing objectives in behavioral terms. In order to provide the flexibility necessary, an extensive bank of objectives was developed from which a teacher could select those which answered the needs of the Ss in her program. In this way the teacher was spared the time-consuming task of writing objectives, but she was able to use the objectives in her program planning and could provide the information needed for the program evaluation.

Objectives can be stated in several ways, depending on the purposes for which they are intended. For the use described here, an approach outlined by Gronlund (1970) seemed most suitable. He suggests using two types or levels of objectives: (1) General Instructional Objectives, which are broad goals a program might

work toward, and (2) Specific Learning Outcomes, which are samples of types of behaviors that would provide evidence of attainment of the general objectives.

A set of 29 General Instructional Objectives and 131 Specific Learning Outcomes were developed, comprised of objectives from the 8 areas of home economics identified by the Bureau of Home Economics as child development, family economics, housing, equipment and furnishings, relationships of the individual and family, family and community health, food and nutrition, textiles and clothing, and management of personal and family resources.

The set of possible objectives was developed through:

(a) Consultation with teachers in the 10 centers concerning behavioral changes they were trying to effect,
(b) Observations of programs by researchers,
(c) Examination of the objectives established in the 1968 Amendments to the Vocational Education Act and in the New York State Plan,
(d) Survey of literature concerning the needs of the target population,
(e) Referring to home economics curriculum guides from several states, home economics textbooks, and other sources of subject matter information,
(f) Detailed analysis of records completed by the teachers throughout the previous year regarding program offerings,
(g) Study of broad objectives outlined in proposals submitted by local programs to the State Education Department for funding during FY 1972.

The set of objectives was then given to a panel of experts, consisting of one or more university professors representing each of the eight areas of home economics, in order to assess (1) the importance of each objective for the target population, (2) the likelihood of observable progress occuring toward each objective, (3) clarity of wording, (4) the extent to which the General Instructional Objectives seemed to focus attention on the important aspects of each area of home economics, and (5) the extent to which the Specific Learning Outcomes provided a representative sampling of evidence for each General Instructional Objective. In addition to the eight subject-matter specialists, five teacher educators were also asked to respond to the above questions.

Revisions were made in the objectives to incorporate the suggestions of panel members. The next step in the development process was to send the objectives to teachers, aides, and advisory committee members (some of whom were members of the target population) in each of the centers for indications of their acceptability, and for inclusion of any objectives they felt had been omitted. Following this a final revision was made and the set of objectives was referred to the Bureau of Home Economics for acceptance in terms of carrying out the intent of the Vocational Education Act Amendments and the New York State Plan.

The completed bank of objectives included 33 General Instructional Objectives and 135 Specific Learning Outcomes (See Appendix). Table 1 illustrates the distribution of the Specific Learning Outcomes across the areas of home economics.

TABLE 1

Distribution of Specific Learning Outcomes for Eight Areas of Home Economics

Area of Home Economics	Number of Specific Learning Outcomes	Percent of Total
Child development	21	16
Family economics	29	21
Housing, equipment and furnishings	12	9
Relationships of individual & family	9	7
Family & community health	18	13
Food & nutrition	29	21
Textiles & clothing	13	10
Management of personal & family resources	4	3
Totals	135	100

Acceptance of Objectives by Teachers and Aides

Table 2 presents a list of the broad objectives as well as indications of how many teachers and aides felt Ss in their centers needed help achieving the different objectives. The figures are based on responses from a total of 13 teachers and 16 aides. Percentages for each broad objective are given for teachers and aides separately in the first two columns and in the third column the two are combined.

It should be noted that each teacher (or aide) was asked to consider each objective on the basis of whether a majority of her Ss needed help with that objective. Eleven of the 13 teachers commented that every objective was needed by at least one of her participants. Six of the 33 broad objectives were rated by all 13 teachers as ones with which the majority of their participants needed help. Three of these objectives were in the area of consumer economics and three were in child development. Responses to other objectives ranged from 55-93 percent acceptance based on teacher judgments of Ss' needs. Agreement between teacher and aide response was found for most areas of home economics. The differences in importance given to the areas of clothing and foods is noteworthy. To each of these skill-oriented areas the aides

assigned more importance than did the teacher. The lowest degree of acceptance by the aides was in the relationships area, while the lowest acceptance by teachers was found in health.

TABLE 2

Percentages of Teachers and Aides

Accepting Broad Objectives as Relevant for Ss

T. (n=13)	A. (n=16)	Combined	Objectives
			Health
85	81	83	Uses preventive measures helpful in maintaining good health
55	63	59	Recognizes common signs of illness
62	87	75	Knows how to handle common health problems and emergencies
86	80	83	Knows sources of information and help for health problems
92	93	93	Recognizes practices conducive to mental health
			Consumer Economics
100	87	93	Uses sound consumer practices
100	88	93	Recognizes the importance of planning how money is to be spent
93	83	88	Understands wise use of credit
69	83	77	Knows some ways to get the most food value for her money
75	67	70	Understands factors to consider in buying clothing
100	86	92	Knows guidelines for selecting furniture and equipment
			Clothing and Textiles
69	94	83	Demonstrates skill in clothing construction techniques
85	93	89	Uses effective techniques in caring for clothing
86	87	86	Knows how to perform clothing repair techniques
			Relationships of Individual and Family
73	57	65	Recognizes needs of family members
85	73	79	Develops own abilities and broadens interests

TABLE 2 continued

T. (n=13)	A. (n=16)	Combined	Objectives
			Management of Personal and Family Resources
71	75	73	Knows community resources that are available
93	82	87	Recognizes ways to increase human resources available such as energy, skills, knowledge
			Housing, Equipment and Furnishings
85	87	86	Recognizes ways both individuals and groups can work to improve living conditions
73	92	83	Recognizes mechanisms available for resolving tenant-landlord disputes
83	79	81	Knows how to perform tasks involved in improvement or maintenance of a home and its furnishings
92	70	83	Knows how to select and use equipment to save time and energy
			Foods and Nutrition
86	93	89	Realizes that the body needs nutrients, rather than specific foods, and that the basic four food group plan is a way to help people choose food so all needed nutrients are provided
85	93	89	Applies knowledge of nutrition to meal planning and preparation
86	93	90	Applies knowledge of nutrition to personal eating habits
57	80	69	Realizes the relationship of caloric intake to weight gain
86	89	88	Realizes the importance of helping children develop food habits that are nutritionally sound
			Child Development
92	94	93	Helps child develop a sense of competence
100	93	96	Recognizes ways to help children better understand the world around them
100	100	100	Understands that a child's behavior is caused
85	75	79	Realizes the importance of play as a way children learn
100	86	92	Uses positive or constructive guidance techniques with children
75	75	75	Recognizes the importance of education for her children

When the mean percentage of acceptance of objectives by teachers and aides was calculated, according to subject area, child development objectives received the highest percentage of acceptance, while the area of family relationships received the lowest (Table 3). The three areas, clothing, foods, and consumer economics were accepted almost equally, although teachers ranked consumer economics higher than did aides.

TABLE 3

Ratings by Teachers and Aides of Appropriateness

of Performance Objectives for Program Participants

Subject Area	Teachers	Aides	Combined	Rank for Area
Clothing	80	91	86	2
Child Development	92	87	89	1
Foods & Nutrition	80	90	85	4
Health	76	81	79	7
Housing	83	82	83	5
Consumer Economics	89.5	82	85.5	3
Management	82	78.5	80	6
Relationships	79	65	72	8

Although all persons responding to the objectives were asked to write in any additional objectives they felt should be added, very few teachers or aides did so. The additional objectives given were:

Area	Objective
Relationships	Recognizes personal assets and self-worth
Foods & Nutrition	Realizes the necessity of good atmosphere at meal times conducive to better eating and better digestion
Clothing & Textiles	Recognizes when sewing is a saving and when it is not
Child Development	Strives to attain a sense of personal worth in order to help children develop a sense of values
	Understands the true meaning of discipline and can differentiate between constructive and non-constructive means

As has been shown, the bank of objectives, while helpful in identifying program objectives, did not encompass all objectives of

the program. The bank of objectives included only a sampling of the universe of possible performance objectives and those were mostly cognitive in nature, in keeping with their major function: to provide a basis for validity of instruments measuring progress toward cognitive objectives. In addition to the bank of objectives related to participant understanding and application of consumer education and homemaking concepts, program objectives included: attitude of acceptance of the program and readiness to learn, provision of a relevant and creative program including input from the Ss, enhancement of attendance of the true target population, close cooperation with neighborhood agencies in delivery of services to the poor, and development of staff to better serve the target group.

Collection of Data

Program Participants

The greatest challenge of the study was collecting evaluative data in non-threatening ways. The very real danger existed that evaluation could destroy the fledgling programs, whose participants were difficult to recruit at best and for whom anonymity was safety. Researchers concluded that participants would reject lengthy pen and paper achievement tests and, even, simple attitude scales of the type developed by researchers in similar studies (Nelson & Jacoby, 1967, 1968). The idea of extensive home visits to observe application of consumer-homemaking concepts was discarded because of implied threat to Ss, time and costs involved, and possible danger for researchers.

Major evaluation techniques finally arrived at were use of interviews, systematic observation of program, descriptive rating scales, and recording of critical incidents by both local program and research staff. In addition, comprehensive records of attendance, resources, program content, and the like were kept by local staff. The all-inclusive records kept by the centers were of particular importance since they formed a major part of the analysis of participant achievement.

The research design was a pre- and posttest pattern using program dropouts as comparison group. Eight months prior to the major study the research team made a series of six 2-day visits to the 10 centers to observe programs and interview staff. During this period, also, performance objectives were specified and instruments developed. During the major study, planned to include October 1971 through June 1972, members of the research team continued random, unannounced visits to the 10 centers during which systematic observations were made. Completion of the eight 2-day visits made to each center during the major study was delayed by the greater amount of time needed then anticipated to locate the random sample both for pre- and post-interviews; unexpected

closings of centers prior to June 30 due to stringent budget cutbacks occasioned by uncertainties resulting from the Presidential veto of the appropriations bill; and some fruitless visits made by research staff, only to discover the center unexpectedly closed. Flood waters in late June caused delays also in completing visits to the rural center. A few visits were made, therefore, in late August or early fall, to complete the planned observations and to interview teachers and other staff on their attitude toward the program. Records supplied by local programs, however, cover only the treatment period.

Paraprofessional Staff

Since paraprofessionals were indigenous to the target population evaluation of the impact of the consumer-homemaking program on those so employed by it followed patterns similar to evaluation of the impact upon program participants. Major differences were inclusion of a pen and paper attitude scale and use of posttest measures only. Newly-employed aides (n=10) formed a comparison group for the 26 experienced aides in the study.

Development of Instruments

Instruments for measuring progress toward objectives of the study were refined from earlier research or developed expressly for this study. Copies of instruments can be found in the Appendix.

Measures Related to Participant Progress

Participant Interview Schedule--a 53-item schedule designed to measure understanding of consumer education and homemaking concepts. The schedule was introduced at the pretest administration with questions regarding background and interests of Ss and was supplemented at the posttest administration with attitudinal questions to assess acceptance of the program by the Ss being interviewed. The schedule is accompanied by a scoring manual.

Consumer-Homemaking Descriptive Rating Scale--a 45-item scale developed to provide a measure of personal development, as observed by professional staff at the centers, and of homemaking and consumer skills. Preratings were made by the local teacher, warned to ensure that the S was not aware of the evaluation, in January--after she had an opportunity to observe the S in a variety of situations. Postratings were completed in late June.

Record of Critical Incidents--a color-coded form for use by both research and local staff to record name of S involved, date, description of the incident, plans for followup, and specific change resulting from the incident.

Measures Related to Attitude and Proficiency of Professional Staff

Observation Records--forms for use by research team for listing evidence of Ss' understanding or application of consumer education and homemaking concepts, teachable moments utilized or passed by, objectives for the day and preparation made, instructional methods used and audience response, number and general activities of Ss, and quality of child care. The Record of Critical Incidents form and Outreach Program Evaluation sheet, two measures used also by local staff, were part of the observation record. An auxiliary form, the Overall Impressions for 2-Day Visit questionnaire, completed the observation records used by research staff during random visits.

Teacher Interview Schedule--a 46-item interview schedule used at the conclusion of the study to obtain information from professional staff regarding program facets, training and experience, and teacher attitudes toward the program. The schedule was a revision of a feedback interview administered earlier in the study.

Resource Record--color-coded form for recording by teachers of all resources used such as guest speaker or movie, attendance and

student-teacher reactions.

Daily Program--color-coded form prepared for teacher use, for indicating richness of program offerings through record of variety of activities, person in charge, and number of people participating in each facet of the day's program.

Measures Related to Attitude and Proficiency of Paraprofessional Staff

Aide Interview/Questionnaire--a 17-item schedule developed to provide information from paraprofessional staff regarding responsibilities, aspirations, background and experience, and attitudes toward the program. Schedule was administered as an interview to aides still employed in the centers at the conclusion of the study. A slightly revised version was administered as a questionnaire to aides who had left the program.

Rating Scale for Evaluation of Paraprofessionals--a 41-item scale for judging the work performance of paraprofessionals employed in the consumer-homemaking program. Four phases are represented on the scale: personal qualities, record-keeping ability, recruiting skills, and job persistence.

Attitude toward Paraprofessional Jobs in Human Services--a 50-item Likert-type scale designed to assess positive and negative attitudes toward jobs as aides in the consumer-homemaking program.

Measures for Collecting Information on Processes and Facilities

Attendance Register--forms for daily detailing and monthly summary of absolute number of Ss served, regularity of attendance, and activities pursued by each S.

Child Care Record--color-coded form for use by local staff to record number of children in attendance each day, ages, and foods served them.

Recruiter Record--a color-coded form for use by local staff in reporting activities carried on each day to recruit participants and results of the contact.

Inventory of Facilities and Equipment--inventory of large and small equipment found in the center, instructional supplies, and resource materials.

Background Information Sheet--form for obtaining background information from the teacher on observed age, income, education, health, and family status of Ss and paraprofessionals. The form for paraprofessionals also included information regarding prior work experience.

Development of the Participant Interview Schedule

A structured interview schedule consisting mainly of focused-response type questions was designed to provide for knowledge, attitude, predicted-behavior, and reported-behavior responses covering the eight areas of home economics. The majority of the knowledge questions asked for opinions, in order to seem less threatening to Ss. Predicted-behavior type questions were used in situations where asking about actual behavior might seem to be an invasion of privacy.

Steps in development included:

1. Possible interview questions were drawn up to assess changes in relation to the 135 Specific Learning Outcomes identified in the bank of objectives. The panel of experts described earlier was again consulted regarding the adequacy of evidence which would be gleaned by each question. Items which were judged not to be valid indicators of the Specific Learning Outcome of concern were eliminated or revised until accepted by a majority of panel members.

2. Interview questions were administered to three participants in two Centers not included in the research sample to clarify vocabulary, determine Ss' reactions to questions and experiment with different orderings of questions. The respondents were asked to identify questions they felt were confusing or too personal. Tape recordings were made of the exploratory interviews to permit subsequent analysis of responses to see if each would provide enough information to determine whether or not the respondent had achieved the objective in question.

3. When all interviewees expressed concern about the length of the interview session, questions were eliminated and subsequent pretesting done until interview was shortened to an hour's length. The number of Specific Learning Outcomes being measured was thus lessened. However, the approximate weighting --arrived at through consultation with the panel of experts and with program staff-- was maintained for the different areas of home economics. Several questions were rewritten to simplify vocabulary and questions were re-ordered for smooth flow. A few questions thought to be too personal were eliminated or changed to a position toward the end of the interview schedule, on the assumption that better rapport would have been established at a later point. During pretests women were found to enjoy being interviewed, making such comments as, "It's nice to have someone pay attention to your opinions."

4. Reliability of the interview was analyzed through assessment of the stability of Ss' responses over time and appraisal of internal consistency using the analysis of variance technique . A further, major contribution to reliability of the Participant Interview Schedule was made by the development of a scoring manual, described in a later section.

Development of Scale for Rating Consumer and Homemaking Skills

Steps involved in development of the Consumer-Homemaking Descriptive Rating Scale were:

1. A rough draft of a 5-interval scale was drawn up in which three levels of performance were described in detail. Level One cites behaviors thought to indicate that S is in need of much help and in danger of being overwhelmed by the well-documented problems of poverty. Level Three describes behavior suggesting S is coping with the demands of his life, while still needing some help. Level Five details behaviors thought to be typical of Ss comfortable in the cultural and economic mainstream of society. Levels Two and Four are not spelled out but provide additional intervals for rating Ss. Sources of items were largely critical incidents observed by teachers or research staff, supplemented with information from the literature review and reports by professional and paraprofessional staff made at the end of the preliminary year of study.

2. A copy of the tentative scale was sent to each project director along with a cover letter which solicited staff opinions on appropriateness and feasibility of use of the scale. They were also asked to indicate items related to characteristics of Ss but not readily observable. Since responses were generally favorable (reservations are recorded in Chapter IV) developmental work on the rating scale proceeded.

3. The original scale was revised to reflect comments and criticism of local staff.

4. The revised scale was taken to two consumer-homemaking education centers where the researcher and total professional and paraprofessional staff discussed and further revised the scale, item by item. These lengthy sessions served, in addition to further refining the scale, to insure that--prior to the interrater reliability check--all raters would be working from the same freme of reference.

5. An interrater reliability check was made, with 3 center staffs participating. Ten judges rated 14 participants well-known to the 7 professionals and 3 paraprofessionals contributing to the reliability check.

Development of Scale for Rating Paraprofessional Skills

Steps in the development of the Rating Scale for Evaluation of Paraprofessionals included:

1. A first draft of a 5-interval cumulative scale was prepared which consisted of three phases concerned with performance elements: personal qualities, record-keeping and recruiting skills. A fourth phase, job persistence, was added to the scale for ease in data collection and does not contribute to the rating

of job performance but is scored separately. Level One describes aide behavior that indicates a need for constant supervision and much improvement in performance. Level Three suggests that the aide is performing adequately in the position but requires some supervision and encouragement. Level Five describes responsible and independent performance. Items were selected from job descriptions, responses of teachers and aides to an open-end questionnaire, observation data, and the literature.

2. A table of specifications was developed which weighted items assigned to each phase.

3. The tentative scale was sent for review to a panel which included all teachers in the 10 centers, program directors, and experts in the fields of evaluation and paraprofessional careers.

4. The instrument was revised to incorporate recommendations of the judges.

5. The revised, 41-item scale was pretested at seven centers and analyses made of interrater reliability, stability over time, and item discrimination.

Determining Quality of Instruments

Validity

Content validity of the bank of objectives was established through initial consultation with field personnel and review of observation data and the literature concerning needs of the target population, and submission for approval to a panel of experts composed of subject matter specialists at Cornell University and to local staff.

Content validity of the Participant Interview Schedule was based on the development of items expressly related to the specific performance objectives and to general objectives of the project relating to acceptance of the program by participants. Content validity of the Consumer-Homemaking Descriptive Rating Scale was based on the performance objectives, critical incidents observed by field staff and researchers, reports made by field staff to the Bureau of Home Economics and Cornell research team, review of literature, and submission for approval to the 10 project directors in the sample.

Content validity of the Rating Scale for Evaluation of Paraprofessionals was based on review of literature, job descriptions, responses of teachers and aides to an open-end questionnaire regarding qualities important for an aide to possess, observation in the field, and a table of specifications. Validity of the paraprofessional attitude scale, developed in earlier research (Jacoby, 1966; Stuhlmiller, 1973), was based on a table of specifications and review by a panel of experts--employer/trainers of paraprofessionals. Validity of additional instruments developed for the

evaluation--such as observation sheets, program resource records, Teacher Interview Schedule--is based on objectives of the study.

Reliability

The Participant Interview Schedule was pretested on several Ss similar to but not part of the random sample to determine clarity of questions and length of time required for the interview. The schedule was shortened to prevent undue frustration and fatigue. To establish stability over time 10 women were randomly selected from those present on the prescribed day in four different centers having representative populations. The 10 women were each asked to respond to the interview questions to help determine whether items were clear and easy to understand. The questions were then read by the interviewer from 3" by 5" index cards and responses recorded. Approximately two weeks later the same women were asked to answer the same questions. They were given the same explanation of the purpose of the interview. For this administration the questions were read by the interviewer from a booklet of $8\frac{1}{2}$" by $11\frac{1}{2}$" paper to minimize recognition and efforts to make second responses consistent with first replies. A product-moment correlation of scores from the two administrations was made to indicate the interview schedule's reliability over time.

An analysis of variance method was used to estimate the internal consistency of the interview; i.e., the consistency with which respondents answered different items within the interview schedule. The resulting reliability coefficients are reported in Chapter IV.

The use of open-ended questions, more valid and presumably less threatening to the Ss, presupposes the problem of quantifying responses in an objective way. A scoring manual was developed which provided rating scales to be used for consistent scoring of those questions on which responses differed widely. A second analytical method of scoring was adapted for other interview items.

Following the procedure suggested by Havighurst (1970) 32 rating scales were developed, each of which refers to a question or set of questions designed to measure a specific objective. A 5-point scale was used, with three of the scale points, levels five, three, and one, described. Scores of four and two could also be assigned when a response was judged to fall between two of the described intervals. For further clarification examples of responses were often given for each of the three levels described in the rating scales. (See Appendix.)

The methods used in developing the rating scales were:

1. One pretest interview was randomly selected from the folder of interviews for each of the 10 centers, and one posttest interview was similarly selected. Posttest interviews were included in the development of the scale descriptions so that provision would be made for the presumably higher quality answers respondents would be able to give after their involvement in

the program. Responses from these 20 interviews provided the basis for initial construction of the scales.

2. Each separate rating scale was developed by first reading through all 20 responses given for the question or question sets related to the one objective being measured. Then responses were separated into three categories according to quality: very good, average, and poor.

3. Responses in the "very good" group were re-read and further divided according to quality. The highest quality answers were then used in writing the description for the scale level worth five points, and some specific examples of worthy responses were recorded.

4. Descriptions of the scale levels one and three were written in a similar fashion, re-reading the responses in the "average" and "poor" categories, subdividing each group by quality of response, and selecting corollary examples.

5. A trial administration of the scales was made, using another sample of 20 interviews, again randomly selected from each center.

6. Revisions were made in the scales where necessary; e.g., in some cases the responses in the second 20 interviews were of higher quality than those from the first set, so that adjustments in level five descriptions had to be made.

7. Application of the rating scales to another set of 20 interviews led to no further revision. Because of the extremely time-consuming nature of the development process the decision was made, should actual use of the rating scales in scoring the interviews uncover a need for more refinement, to re-score all interviews tallied prior to the revision on the refined items only. (Revision and re-scoring were later found to be necessary for only three items.)

8. Two additional judges independently scored five interviews randomly selected. Scores were compared and where disagreement occurred the ratings were discussed in an attempt to resolve the differences and to eliminate ambiguities in the rating system. These discussions resulted in further revisions in the rating scales themselves and in the directions for scoring. The revised items were applied to different interviews by the three persons and results again compared, repeating this procedure until consistent results were obtained by all scorers.

For those interview questions not scored by means of rating scales an appraisal method described by Ahmann and Glock (1969) was used. The method involves writing out a perfect response to each question, and then analyzing each answer to identify its component parts.

In addition to use of clear definitions of the various scale positions, concrete illustrations of responses characteristic of different scale levels, comparison of scores assigned by two different people or by the same person at two different times, other procedures used to reduce bias were removal of identifying marks on the interviews so that the scorer did not know which S she was rating, or the center attended. Scoring of any one item was completed on all interviews before going on to another item. A further effort made to eliminate bias was to mix the pre- and post-interviews together for the scoring procedure, so there would be no chance of being more generous in assigning posttest scores.

The interview schedule includes questions which attempt to measure progress toward 53 specific objectives. In some instances one question is used to measure one objective; in other cases two or more questions are asked in reference to one objective. It was decided that scoring would be done on the basis of the number of objectives, rather than the number of questions. Thus, regardless of the number of questions asked concerning any one objective, the total score possible for that objective would be five points. The objectives were all given equal weighting, making a total score of 265 possible for the complete interview. Total scores were reported as percentage scores, however, due to the inclusion of some questions in the interview which were not applicable to all. For example, a question regarding dental care for children was asked only those respondents who had children living at home. The percentage score was calculated by simply dividing the number of points a person actually received by the number of points he could possibly have received from the number of questions he had been asked. The highest score on the pretest interview was 78.11 percent; the lowest was 32.94 percent. The range of scores on the posttest was 41.90-78.11 percent.

In a final assessment of the consistency of the scores assigned when different people used the scoring manual, 3 people were asked to independently score the same 10 randomly selected interviews. The resulting scores were then compared to determine interrater reliability for the scoring manual.

Interrater reliability of the Consumer-Homemaking Descriptive Rating Scale was determined by calculating a coefficient of reliability using the Winer analysis of variance technique (1962). Intercorrelation of subscores and item analyses provided measures of internal consistency. Indices of item discriminating power were computed comparing scores achieved by the upper and lower 27% of the sample through use of the following formula:

$$D = \frac{\Sigma X_H - \Sigma X_L}{N \cdot M}, \text{ where}$$

X_H = total item score for high group
X_L = total item score for low group
M = maximum possible score
N = number in each of the two groups.

(Ahmann & Glock, 1969)

When cells were left blank, the formula was adapted accordingly to accommodate the missing data:

$$D = \frac{\frac{\Sigma X_H}{N} - \frac{\Sigma X_L}{N}}{M}$$

Reliability of the Rating Scale for Evaluation of Paraprofessionals was established through calculation of interrater reliability, stability over time, and item discrimination. After review and discussion of the scale with the researcher, 6 teachers in 3 centers independently rated 14 aides and a correlation coefficient was obtained to assess agreement. For the analysis of stability over time 4 teachers in 5 centers rated aide performance twice (n=18), with an intervening interval of 1 week.

Reliability of the Attitude toward Paraprofessional Jobs in Human Services Scale was determined through correlation of test-retest scores for 15 aides in 5 centers.

Statistical Analyses to Determine Program Effectiveness

In addition to the analyses necessary to determine quality of the measuring instruments several analyses were made to establish impact of the program on participants. The t test was used to determine significant differences between gain scores of high- and low-exposure groups. High-exposure Ss attended at least 15 times over a period of 6 months; low-exposure Ss attended less often. The nonparametric signed rank statistic was used where indicated by small n, when comparing means for the 10 centers on variables or looking at individual programs.

A product moment correlation matrix contributed information regarding intercorrelation of dimensions of the major evaluation instruments--the Participant Interview Schedule and Consumer-Homemaking Descriptive Rating Scale, demographic data, and hours spent by Ss in various center activities. An Index of Program Effectiveness was compiled from rankings of the 10 individual programs on Consumer-Homemaking Descriptive Rating Scale gain scores, attendance gain, use of educational resources, seizure of the teachable

moment, quality of preparation for sessions, and critical incidents reported by local staff or observed by the research team. Kendall's Coefficient of Concordance, $\underline{w}$, was used to measure the extent of association among the sets of rankings, "a standard method of ordering entities according to consensus when there is available no objective order of the entities" (Siegel, 1956, p. 239). When characteristics of the top-ranked programs were reviewed, there emerged a profile of the successful consumer-homemaking education program for low-income adults.

Analysis of program impact on paraprofessional staff included comparison of mean scores on measures of job performance, job persistence, attitudes toward job, and the Participant Interview Schedule for the 26 experienced aides with 10 newly-hired paraprofessionals. Additionally, correlations of scores on major instruments were run to investigate the relationship of job performance to job persistence, attitudes, and the like.

CHAPTER IV

FINDINGS: QUALITY OF INSTRUMENTS

Validity

Information regarding validity of instruments was recorded in Chapter III. Two facets of validity deserving further development, however, relate to construct validity of the Participant Interview Schedule and to acceptance of the Consumer-Homemaking Descriptive Rating Scale by field staff.

Validity of the descriptive rating scale for assessing degree of consumer and homemaking skill rests on a number of bases, outlined in Chapter III. Of major importance was acceptance of the scale's appropriateness and feasibility of administration by project directors and other professionals of the 10 centers making up the sample.

Acceptance of the first draft of the scale varied as follows:

Program 1

> Clearer...directions are needed....The progressions from one to the other are very good and seem logical. As I was reading the scale I didn't notice any 'gaps' between any horizontal line items. I don't think that all the behaviors described will be observable. We'll have to try to ascertain information either by conversation or home visit.

Another professional from the same city wrote:

> In our setup the people come because they are interested in a particular class we are offering. Most are not in other sessions. Some observations will be possible because of general discussions in clothing classes.

Program 2

> The use of the rating scale is feasible, the items are reasonable, and the behaviors described in the items are observable.

Suggestions were given for stating directions more clearly.

Program 3

It is an excellent instrument for evaluation of the program.... Would this be used only for clients coming into the center or for all the people we serve...difficult to use for all...see some clients only once. Are items reasonable? Yes, even though we wouldn't evaluate in all categories for our clients because we are primarily involved with consumer education. Are behaviors observable? Yes, when we see clients weekly or twice weekly.

From the same city:

Rating participants could be interpreted in a negative way and we would be black-balled by the people we need to reach. Ratings and grades are a threat to our people. I realize that the teachers are the ones to do the rating but it would be difficult to 'keep' it from the Aides. Would there be any chance that the program could be evaluated by other organizations involved in the Inner City, such as: Ibero-American, Concentrated Employment Program....

Program 4

Too much work.

Program 5

Several staff members sent comments and, also, suggested rewording for specific items.

Evaluation tool is too lengthy, Not all people will be able to be rated on all areas since they will not be participating in all areas of Home Economics. Realize need for such a tool...new participants who have not yet become acquainted and comfortable with the center could well gain the wrong impression and be led to distrust us. Our time block required to gain confidence of a participant may run anywhere from 5 to 30 visits...we are aware of how little it takes to trigger a feeling of distrust which seems to always be lying dormant just below the surface.

Program 6

We do not spend six months with each participant on a regular basis. We spend half a day once a week with each group for about 12 weeks. We have noticed many of the lower levels of characteristics covered by the scale in some of our participants and in past groups there has been some gain in level of some of the characteristics in some participants noticed by the staff...we may not be able to rate each participant on each characteristic. We don't cover each area thoroughly in each group. We do cover what the participants

say they are most concerned with....We probably will not see all the change that takes place in the time on the bus and we will not be sure that changes we see on the bus are carried home....The scale seems to be an excellent one for use in centers...where more longterm contact is sustained with participants and we can use the scale but our scales would be filled out under different conditions--with a shorter interval of time between ratings and fewer characteristics (possibly) covered by the ratings.

Program 7

Many items will be difficult to rate as we are not in homes to observe.

Suggestions for improving individual items were included.

Program 8

Feasibility of this scale would seem very worthwhile for judgment of participants but in practice there are so many home-oriented evaluations necessary. Many of the students here would greatly resent home visits despite my good relationships with them. While it is possible to rate such items as neatness of participants' children, or actual attained skills in crafts, sewing or cooking at center itself, what the student does at home is not observable except on student hearsay and I'm not convinced that except in rare instances this would be too reliable. These gals tell you what you want to hear. There is little opportunity to observe students in home environments although I have made personal visits to a dozen or so over summer--those who would need most help would be most resentful of anything that looked like 'home observation.'

Program 9

It is interesting and very thought-provoking. We plan to keep it as a reference. However, we run two centers with one and one-half teachers each who are kept busy as it is. Are looking for a more economical (time-wise) method of evaluation... not workable.

Comments were accompanied by request for more copies so each teacher could have one.

Program 10

These scales are extremely difficult to answer. Some of the women have come so infrequently I cannot make appropriate ratings for them at all; others come in for short periods of time each week. Only after many, many months of frequent attendance could the scale be reasonably 'attacked'....it is almost too much to ask of us.

As can be seen, criticism of the scale tended to be related to ease of use and requiring in-depth knowledge of Ss. No director or staff member questioned either the appropriateness of subscore categories or that the behaviors did indeed describe the target population. The concern regarding threat to participants resulted in the decision to request only professionals to make the pre- and postratings since paraprofessionals were members of the target population subject to the same anxieties as the Ss and, because of their closeness to the Ss, might be tempted to tell Ss of the rating procedure.

Not apparent in the responses of the project directors but later observed was the reluctance of many professionals to rate their Ss. They seemed repelled by the thought of judging fellow human beings, many of whom they respected greatly for their ability to cope with deprivation. Researchers tried to reassure them through emphasizing the need for the evaluation tool, the potential for benefit for the Ss through determination of strengths and weaknesses of the program, and the reminder that results would be kept in strictest confidence both by center personnel and researchers. Interestingly, by the time of postratings no concern was expressed either in regard to ease of use or reluctance to judge participants.

The investigator met with staff of two centers, one in the sample and one similar to those in the sample, where each item was reviewed and--when necessary--deleted or rewritten until acceptable to all. Once again, no questions were raised regarding subscores included in the scale or designation of behaviors as mainstream or descriptive of the poor. Rather, value judgments were not tolerated (for example, in regard to an original item giving credit for efforts to get off welfare) nor were items not readily observable. The investigator remained confident of the content validity of the evaluation instrument.

Construct validity of the Participant Interview Schedule was investigated in a number of ways. First, the posttest scores for the high-exposure group were compared on the Participant Interview Schedule and Consumer-Homemaking Descriptive Rating Scale. Although the interview schedule measured mostly cognitive objectives and the rating scale was necessarily more skill-oriented, the assumption could be supported that the instruments measured a common construct. Correlations of total scores, Table 4, reached a significance level of .029. Highly significant correlations were found for the subscores clothing/textiles, health, housing, consumer economics, and management of resources. Correlations were nonsignificant, even negative, for child development, relationships and foods/nutrition. Inspection of the nature of subscore items on the two instruments shows disparaties which explain the low correlation coefficients. However, according to Cronbach, a low correlation "casts doubt on both measures, presumably equally" (1971, p. 466). Cronbach further states, "A high correlation tends to confirm that both instruments measure the same thing," but he cautions that "a finding of agreement between two proposed indicators of a construct is not necessarily the last word. The

TABLE 4

Correlation of Posttest Participant Interview Subscores with Posttest Consumer-Homemaking Descriptive Rating Scale Subscores

	Interview								
	C/T	CD	F/N	He	Hsg	C Ec	Mgt	Rel	T
RS:									
C/T	.463* (.002)**								
CD		.492 (.089)							
F/N			-.222 (.143)						
He				.672 (.006)					
Hsg					.595 (.021)				
C Ec						.453 (.005)			
Mgt							.608 (.004)		
Rel								.267 (.121)	
T									.260 (.029)

Key: RS = Rating Scale
C/T = Clothing and Textiles
CD = Child Development
F/N = Foods and Nutrition
HE = Health
Hsg = Housing
C Ec = Consumer Economics
Mgt = Management
Rel = Personal and Family Relationships
T = Total
* r
** p

interpretation must be modified if some later investigator finds a lack of agreement for persons of another type" (p. 467).

A second method for gleaning evidence concerning construct validity is based on group differentiation where a measuring instrument is applied to two groups thought to differ in regard to the construct being measured. If the resulting scores vary in a logical way (predetermined by rational analysis) this provides evidence for construct validity. Since the interview is supposed to measure progress toward program objectives it would seem logical to expect that people who have been exposed to the program over a 6-month time span would receive significantly higher scores than they received on the pretest interview which was administered within their first month in the program. If this theory is tested and proven to be true, it provides some reason to believe that whatever the interview is measuring is in some way a result of involvement in the program. If the theory does not prove to be true, it could mean either (a) that the interview does not measure progress toward program objectives or (b) that no measurable progress has occurred in the time span being measured.

To test this theory, a comparison was made using interview scores of the 23 high-exposure participants for whom both pre- and post-interview scores were available. The mean number of hours spent in the program by these participants was 182 hours. Mean scores on the total interview were compared, as well as mean subscores for each area of home economics, using an analysis of variance (Ferguson, 1966). The mean scores and the levels of significance for the F values are given in Table 5. Comparison of scores resulted in two areas showing significant differences. The clothing subscore comparison resulted in an F (1, 44) of 16.93, while the F (1, 38) for the management subscore was 5.23. These two areas of the interview are capable of measuring progress toward objectives. Results in the other areas are inconclusive. As pointed out earlier the cause for lack of significant differences could be the fault of the interview, the fault of the program, or the relatively short time span between the two measurements.

A third type of comparison was planned to further investigate the differences between people who had been exposed to the program for varying amounts of time. The posttest scores for the high-exposure group (whose mean number of hours spent in the program was 160) were to be compared with those of the low-exposure group ($\bar{x}$=16). This comparison could not be carried out, however, due to the extremely small number of persons in the low-exposure group who were available for the posttest interview (n=4).

A fourth scheme was attempted for assessing the construct validity of the interview. Research has shown that it is easier to change a person's level of knowledge than to change his attitudes or behavior and, also, that the length of time needed for a change in attitude or behavior to occur is longer than the time needed for a change in level of knowledge to take place. Thus it might be theorized that the posttest scores based on knowledge questions alone might be significantly higher than the pretest scores for knowledge questions, while comparison of posttest scores

TABLE 5

Comparison of Mean Pretest and Posttest Scores on Participant Interview Schedule for Members of the High-Exposure Group

Source of Score	Pretest $\bar{x}$	Posttest $\bar{x}$	p
Subscores for:			
Clothing	49.86	75.65	.001
Child Development	53.28	52.39	NS*
Foods & Nutrition	49.46	53.08	NS
Health	65.54	71.21	NS
Housing	52.35	59.08	NS
Consumer Economics	57.48	59.00	NS
Management	71.88	58.04	.05
Relationships	51.31	55.33	NS
Total Interview Score	56.52	58.95	NS

* NS = Not significant at the .05 level.

for attitude and behavior questions might remain approximately the same as their pretest scores. (Distribution on Participant Interview Schedule of knowledge, attitude and behavior questions can be found in the Appendix). The mean scores for the pre- and post-interviews are shown below for each type of question. Levels of significance of differences were tested, using an F test of analysis of variance. Examination of Table 6 shows that no significant change occurred either for the attitude and behavior questions, as had been predicted, or for knowledge scores. The question remains whether no change occurred in level of knowledge, or change occurred, but was not measured by the questions on the interview.

Reliability

The reliability of the Participant Interview Schedule was determined in two ways:

1. A test-retest design was used to assess stability of responses over time. The Pearson product moment coefficient obtained for a sample of 10 women from 4 different centers was .89.

2. An analysis of variance technique was used to determine

TABLE 6

Comparison of Mean Pretest and Posttest Scores of

High-Exposure Group for Four Types of Interview Questions

Type of question	n	Pretest $\bar{x}$	Posttest $\bar{x}$	p
Knowledge	18	46.91	49.90	NS
Attitude	11	54.60	51.76	NS
Reported Behavior	17	67.02	72.37	NS
Predicted Behavior	7	59.75	61.94	NS

the degree of internal consistency of the interview responses. The Hoyt-Stunkard formula was used with a resulting coefficient of .867 (1952).

The Hoyt-Stunkard formula was also used to determine the internal consistency of the four longest subject area sections of the interview. The areas and their coefficients are: child development, .72; foods and nutrition, .50; consumer economics, .63; health, .43. Inspection of the reliability coefficients leads to the conclusion that the total interview is sufficiently reliable to use for evaluating individual accomplishment, and that the three subject matter areas with the highest coefficients are sufficiently reliable to use individually to evaluate group achievement but not individual accomplishment.

Reliability of the Consumer-Homemaking Descriptive Rating Scale was determined by interrater-reliability checks at three adult consumer-homemaking centers, the two which assisted in revising the scale and a third center. For purposes of the reliability check the judges were asked to rate several participants well known to all. The decision was made to separate out items which might not be readily observable in the center for special perusal by the raters.

Table 7 details the number of judges, Ss, and reliability coefficient obtained, using Winer's ANOV technique (1962). Exact D Values (discrimination indices) of each item appear on the copy of the instrument found in the Appendix.

When rating Ss with whom they were well-acquainted; i.e., with whom they had been working at the center for perhaps 6 months, the judges as a whole were able to mark every item on the scale. Some items were more observable than others, as was expected. Seven items were eliminated from the revised draft of the scale because of low discrimination index, small number of rater responses, or expendability in an effort to shorten the scale while maintaining adequate subscores.

TABLE 7

Interrater Reliability of Consumer-Homemaking

Descriptive Rating Scale

Center	Number of Judges	Number of Ss	Reliability Coefficient
1	4	5	r=.91
2	3	5	r=.95
3	3	4	r=.99

Reliability of instruments designed to measure impact of the consumer-homemaking program on paraprofessional staff was computed in several ways. An interrater reliability check of the job performance scale yielded a Pearson product moment correlation coefficient of .87 and the test-retest, used to determine stability over time, a product moment coefficient of .91. Results were similar for the Job Persistence scale, with an interrater reliability coefficient of .93 and test-retest coefficient of .89. The reliability coefficient of the Attitudes toward Paraprofessional Jobs in Human Services scale reached .97.

Intercorrelation of Demographic Data, Hours Spent in Attendance,

Consumer-Homemaking Descriptive Rating Scale

and Participant Interview Scores

The product moment correlation matrix shed further light on the quality of the instruments. As previously reported in relation to construct validity of the Participant Interview Schedule, correlations were highly significant between interview and rating scale prescores (r=.27, n=88, $p < .005$) and postscores (r=.37, n=27, $p < .029$). Strongest correlations (Table 4) were shown between post subscores in the subject areas: clothing and textiles, health, housing, consumer economics, and management of resources.

Intercorrelation of post subscores on the Consumer-Homemaking Descriptive Rating Scale were all highly significant and correlation of seven of eight post subscores with total postscore reached

a magnitude of .812 to .897 at $p < .001$ (n=73-82). For the eighth subscore, child development, r=.186, $p < .078$ for an n of 59.

Neither pre- nor postscores on the Consumer-Homemaking Descriptive Rating Scale were significantly related to age, education, marital status or income as defined for the study. Highest correlation in this series was educational level with postscore: r=.164, $p < .072$. The finding was in contrast to the interview schedule, which was highly correlated with both income and educational level.

Total hours spent in the program were correlated with the post rating scale score--r=.185, n=82, $p < .048$--but were not significantly related to postscores on the participant interview. Hours spent in the different subject areas were significantly related to subscores on the interview schedule and rating scale in child development where for the interview r=.55, n=10, $p < .049$ and for the rating scale r=.22, n=59, $p < .047$ when hours spent in child development instruction were compared with the child development subscore on the instrument. Additionally, for the rating scale, hours spent in the housing subject area were significantly related to the corresponding subscore: r=.185, $p < .048$ for n=82.

Total hours spent in the program were correlated significantly with post subscores at better than .05 level of significance in child development, housing, management and relationships. Findings lend some credence to teachers' assertions and program directors' hopes that incidental teaching in these subjects was having an impact on the four value-laden areas.

Discussion

The urgent need for valid and reliable evaluation instruments, documented in the review of literature, was largely satisfied in the current study. Donavan (1970) had been hampered in his evaluation of fledgling consumer-homemaking education programs by the absence of specific performance objectives for each program. Performance objectives acceptable to project directors, teachers, paraprofessionals, Bureau of Home Economics, university subject matter specialists and researchers were developed. Valid and reliable instruments for measuring progress toward objectives in the three domains--cognitive, affective and psychomotor--were designed.

Pervasive throughout the literature are references to the need for a reporting system and dearth of complete and reliable data. Observational visits made to centers prior to instrument development contributed to validity of instruments, acceptance by local staff of responsibility for record keeping and establishment of a reporting system. Cooperation of center staff varied from grudging submission of minimal records to keen interest and

contribution of voluminous data. A few data were incomplete despite repeated efforts to secure cooperation. Data submitted by local staff were considered reliable where reporting patterns for the 10 centers were consistent. Instances of abnormal patterns and their deleterious effects are reported in Chapter V.

Tests of construct validity of the Participant Interview Schedule provided some confirmation that the instrument was measuring what it purported to do. Failure to show expected significant differences between high- and low-exposure groups may be attributed to inadequacies of the instrument, the program, or the time span. Also, the arbitrary criteria by which Ss were designated high- or low-exposure may be unrealistic for a voluntary program of this nature. The requirements of both attendance at 15 sessions and exposure over 6 months led to overlap where Ss attended often for a time but moved from the area or otherwise left the program. A more valid criterion may have been number of hours attended, since--as will be shown by attendance patterns--Ss in the consumer-homemaking program tended to stay longer at each session than the 2-hour span of traditional adult education courses. The program was not a traditional adult education course of the kind usually rejected by the target population and the arbitrary categorization may have forced non-traditional Ss into a foreign mold.

Still, inspection of demographic data shows that the criteria served well in provision of the needed comparison group. When the total sample (n=108) was divided into high- and low-exposure groups no significant differences were found among such variables (Vs) as age, education, income, family status. Important differences began to appear between high- and low- exposure groups for those Ss for whom dual ratings on the Consumer-Homemaking Descriptive Rating Scale were available (n=76) and demographic differences were marked when October/November dropouts were compared with May/June persisters. The "creaming" tendency apparent in the literature of similar low-income programs and indicated here has implication for study findings, Chapter V.

Correlations between total and subscores on the Participant Interview Schedule and Consumer-Homemaking Descriptive Rating Scale are probably surprisingly high considering the emphasis of the interview schedule on measuring objectives largely cognitive in nature and the skills-attitude predominance of the Consumer-Homemaking Descriptive Rating Scale. Further, one instrument relies on self-report and the other on observed behaviors. Also, the number of items on both instruments sampling the universe of possible learnings and behaviors is necessarily small to meet time and energy tolerances of teachers (raters) and Ss (interview respondents). Selection of only new Ss for the sample led to administration of the two instruments at different times since the interview could be administered at once but a time interval was required for center staff to become well enough acquainted with Ss to be able to rate their performance.

The Consumer-Homemaking Descriptive Rating Scale achieved high coefficients of rater interreliability in pretests of the instrument when center staff rated the performance of Ss with whom they were well-acquainted. Irregular attendance of Ss and the short time span allowed for becoming acquainted with Ss new to the program shadow the appropriateness of the rating scale as a pretest-posttest measure for the present study. The alternative, however, was use of postscores alone or omission of key attitudinal and skill measures. The descriptive rating scale was also designed to serve as a subtle reminder to teachers of what was expected of them and a setter of standards approved by all. The instrument was saying to the teachers, in effect, "This is what you should be doing. If not, why not?"

When all instruments developed for the study become available to the centers they can make a contribution by identifying for teachers weak areas in program or participant development. The instruments can also show where significant gains are being made and thereby contribute to morale of staff who tended, during the study, to feel discouraged by sometimes hard-to-discern progress of Ss.

Despite protestations and complaints regarding the work involved in using the battery of instruments some centers have continued on their own initiative to use instruments developed for the study. Initial reluctance to rate their Ss, reported also in the Lazar (1967) study, seemed to diminish as the teachers better understood the evaluative process.

CHAPTER V

FINDINGS: PROGRAM EFFECTIVENESS

Progress of Participants toward Program Objectives

Understanding and Application of Consumer-Homemaking Concepts

Participant Interview Schedule. The Participant Interview Schedule was administered to 104 of a random sample of 108 new program participants in October and November of 1971. Sixty-five of these Ss were available for the followup interview in May and June, 1972. Interview administration times were different for Program 6, to accommodate the movement of the mobile center around the county it served. Forty-one Ss in the total sample met the criteria for inclusion in the high-exposure group and of those, 28 were available for the second interview.

Findings regarding progress of Ss toward knowledge and attitude objectives measured by the interview schedule were severely limited by the small numbers involved. The total interview was not administered to low-exposure Ss when the researchers discovered in the field that the comprehensive questions on the interview were provoking hostility and threatening Ss who had participated little.

Differences between first and second interview responses of Ss in the high-exposure group were compared for the eight home economics subject areas: personal and family relationships, foods and nutrition, clothing and textiles, health, child development, management of resources, consumer economics, and housing, equipment and furnishings. According to the Wilcoxon signed rank test, differences were significant at the .05 level in the subject area, clothing/textiles. Data were also compared using as subscores the knowledge, attitude, and behavior questions. Numbers were too small in those instances to provide meaningful results.

Consumer-Homemaking Descriptive Rating Scale. Data from the Consumer-Homemaking Descriptive Rating Scale were analyzed in a variety of ways, chief among which were (1) comparison of pre- and postratings for both the total random sample and for individual programs and (2) tests for significant differences between comparison groups.

Teachers were able to complete preratings for 91 of the 108 new program participants who comprised the random sample. The remainder were not well enough known at the time of prerating for assessment. Both pre- and postratings were available for 76 Ss who remained in the program long enough to expect changed behavior. Unmatched postratings were made for an additional 4 Ss, as teachers

had opportunities to observe them over the period of the study.

The signed rank was used to compare mean pre- and postratings for the 10 centers. Computations were made for both matched (n=76) and total data (n=91, 80). Tests for significant differences were also run for pre- and post-subscores in the home economics subject areas. In no case were differences found to be statistically significant at the .05 level. Differences between dual ratings for the total sample approached significance according to the signed rank test on two subscores: clothing and textiles ($p < .078$) and personal and family relationships ($p < .097$, one-tailed). Reference to Table 8 quickly reveals the reason for the results of the analysis. Programs 2 and 4 show extremely high initial ratings not confirmed by subsequent judgment. When individual preratings for Programs 2 and 4 were examined they were found to differ from the norm for the other 8 centers. Contrary to instructions to leave blank those items describing behaviors not yet observed in their new Ss, assessment had been made for all Ss on all 45 items on the scale; whereas judges in other programs left some items blank or declined to rate Ss at all for lack of adequate information and opportunity to observe the described behaviors. For Program 4 ratings seemed to have been hastily made, with 6 of the 10 Ss given perfect ratings on all items.

When the data were re-analyzed, omitting the two atypical programs, postscores were significantly higher than preratings ($p < .004$). Significant gains were also made in all but one of the subscores, as follows:

Subscore	p
Clothing and Textiles	.004
Personal and Family Relationships	.004
Housing	.008
Management	.012
Foods and Nutrition	.016
Child Development	.016
Health	.020

The consumer economics subscore proved to be the exception; postratings were not significantly different from preratings. Highly desirable training of individual judges prior to rating, so that all raters could work from the same frame of reference, was not feasible. Postratings, on the other hand, seem realistic as teachers came to feel more secure and to better understand the purposes of the evaluation.

Postratings revealed that for the 80 men and women for whom measurements were at hand, 71 (88.7%) reached 3.00--the performance level identified on the rating scale as suggesting that the S is coping with the basic demands of his life, with limited help;

TABLE 8

Mean Pre- and Postscores on Consumer-Homemaking Descriptive Rating Scale

Program	Total Data			Matched Data		
	Pre-Rating	Post-Rating	d	Pre-Rating	Post-Rating	d
1	4.287	4.671	.384	4.311	4.671	.36
2	4.504	3.535	-.969	4.548	3.535	-1.013
3	3.687	4.439	.752	3.580	4.403	.823
4	4.556	3.630	-.926	4.556	3.630	- .926
5	3.556	4.325	.769	3.389	4.325	.936
6	3.844	4.066	.222	3.779	4.066	.287
7	3.262	3.997	.735	3.262	3.997	.735
8	2.233	2.988	.755	1.849	2.833	.984
9	3.529	3.935	.406	3.809	3.935	.126
10	2.707	3.245	.538	2.707	3.245	.538

whereas preratings had indicated that 78% (71 of 91) had reached the minimum performance level. A test of significance of differences between proportions yielded a t of 1.95, with 1.99 needed for significance at the .05 level. Those Ss who did not reach a mean rating of 3.00 at the conclusion of the study were participants of Programs 2, 4, 8, 9 and 10 with the total spread evenly over all. Mean postratings for each of the 10 programs reached the 3.00 level with the exception of Program 8.

Additional information regarding increased consumer-homemaking skills as measured by the descriptive rating scale was obtained by analyzing the data for individual programs, using the nonparametric signed rank technique. When comparison was made of pre- and postrating for each S for whom both measures were available, Programs 5 and 7 showed highly significant overall gains (Table 9). Programs 1, 3 and 8 showed gain scores reaching highest level of significance possible for small n, with scores positive in direction for every S. Gain scores for two programs, 10 and 6, approached the criterion .05 level and in the three remaining cases results were nonsignificant, assuming a one-tailed test.

TABLE 9

Comparison of Pre- and Postscores on Consumer-Homemaking Descriptive Rating Scale: Individual Programs

Program	n	p
1	4	.062*
2	13	
3	2	.250*
4	10	
5	8	.008
6	6	.109
7	12	.005
8	3	.125*
9	11	
10	7	.078

* Highest possible p for small n where scores are all + in direction (Dixon & Massey, 1957)

Subscores were also looked at, program by program. Inspection of Table 10 shows significant gains made in all subscores, with strongest gains registered in clothing/textiles, foods/nutrition, and personal and family relationships.

TABLE 10

Significant Gains in Subscores on

Consumer-Homemaking Descriptive Rating Scale: Individual Programs

Program	Rel	Mgt	CEc	He	CD	C/T	F/N	Hsg
1				* (n=3)	* (n=1)	* (n=3)	* (n=3)	.062* (n=4)
2								
3	* (n=2)	* (n=2)		* (n=2)	* (n=2)	* (n=2)		* (n=2)
4								
5	.027 (n=8)		.004 (n=8)	.012 (n=8)	* (n=3)	.039 (n=8)	.008 (n=7)	* (n=3)
6						.062 (n=5)		* (n=1)
7	.005 (n=10)	.005 (n=12)	.004 (n=9)	.034 (n=11)		.005 (n=11)	.053 (n=10)	
8	* (n=3)				* (n=1)	* (n=2)	* (n=2)	* (n=2)
9								
10	.078 (n=7)	.031 (n=5)			* (n=1)	.016 (n=7)	.062* (n=4)	* (n=3)

* Highest possible p for small n

The random sample was divided in the instrument design phase of the study into high and low-exposure groups, described earlier. Pre- and postscores for the Ss with the least exposure to the program were, of course, nonexistent for this instrument--dependent as they were upon repeated observation by teachers of the Ss in the center. When the high- and low-exposure groups for whom both pre- and postratings were available (n=76) were compared on demographic data, the median age was 21-39 for both although the high-exposure group included very young and very old Ss, a range not present in

the low-exposure group. Median education for the low-exposure group was high school graduation or equivalency while the median for the high-exposure Ss was completion of from 6 to 11 grades. Demographic data were also compared for October or November dropouts and May/June persisters. Age and educational pattern remained the same. Income differences were found showing median income for both groups to be average for those in the program, as would be expected, but 45.7% of the May/June persisters were considered to have the lowest income of any of the Ss attending the center while only 28% of the October/November dropouts were extremely low-income. The findings, tentative because of small numbers and gross categories into which demographic data were divided, were reinforced by information from the correlation matrix which showed lowest-income Ss spending the most hours in the center, $r=.185$, $p < .032$. Age of Ss was also significantly related ($p < .02$) to time spent in centers.

Thus demographic differences, although small, led to the expectation that the low-exposure group ($n=39$) would make gains of a magnitude difficult for the less-educated, lower-income persisters ($n=37$) to overcome and such was the case. Gain scores for the high-exposure group were positive in direction but not significantly different from gain scores of the low-exposure group, $p < .078$.

Perception by Participants of Concepts Learned. A series of questions in the post-interview administered to the random sample was concerned with the comprehension of consumer-homemaking education concepts as perceived by the Ss themselves: What kinds of things have you done here at the center? Do you feel you have learned anything through this program? What things have you learned here which you have used at home?

Table 11 records activities recalled and other responses to the initial questions. Inspection of Table 11 shows that most-salient activities were those in the clothing and textiles subject area, mentioned 88 times. Foods and nutrition learnings were referred to on 67 occasions; crafts, 49 times; and management of resources/consumer economics, 39 times. Other learnings mentioned by Ss less often were in the subject areas of furniture restoration, grooming and health, relationships and child development. Occasional Ss said they had learned nothing new, usually accompanied by the qualifying remark that they had not attended enough to learn much. The sequence and wording of probing questions regarding application of new knowledge seems to have left Ss answering mostly in terms of whether they used recipes at home. Some seemed to have a hard time verbalizing knowledges they were obviously using. The teachers, as will be shown, observed greater application of knowledge than evidenced by S response.

A related series of questions asked Ss if they felt they had changed in any way as a consequence of the program. Included were such questions as: Have you made new friends? Improved the appearance of your home? Learned to serve your family more nutritious meals? Saved money when making purchases? Learned how to do new

things? About neighborhood services? Raising children? Health and first aid? Changed in other ways?

Analyses of responses to the auxiliary questions on the interview schedule reveal that all had made new friends, a circumstance for which much appreciation was expressed, except those who had attended only a time or two. Most Ss who felt they had improved the appearance of their homes (n=27) mentioned making curtains, draperies, slipcovers, lampshades or reupholstering furniture. Rarely did Ss relate the question to housekeeping standards although an occasional S said she arose early to "attend" her own home before going to the center or that she was more aware of her home's appearance. One had prevailed upon her landlord to make necessary renovations and now felt competent to do her own decorating; another had cleaned her furniture, experimenting with different detergents. Plumbing repairs had been made and lamps rewired. Other Ss cited improved use of storage space and rearrangement of furniture.

In responding to the question about more-nutritious meals, more Ss (n=28) gave negative than positive answers (n=22). Spanish-speaking Ss seemed more likely to answer affirmatively as they expressed interest in learning to cook as Stateside homemakers do.

Thirty-four Ss said they had learned ways to save money, mostly through use of more careful shopping practices such as reading labels and comparing prices, but also savings made possible by new sewing skills. All but four of the respondents said they had learned new things: new and easier sewing and food preparation techniques, weight control, use of equipment, and a multitude of crafts--macrame, crocheting, knitting, candlemaking, wooden toys, rugs, cardboard carpentry, holiday decorations and gifts.

Responses to questions regarding knowledge of neighborhood services pointed up a seeming program deficiency. Despite a few Ss responding that they already knew about community services, programs on the topic or related field trips, and other references to available services through individual counseling and referral, Ss generally did not perceive learnings in this important subject area. A total of 13 references were made, however, to new acquaintance with Headstart, settlement house, adult education offerings, more-economical or second-hand stores, free physical examinations available at community center, Planned Parenthood, mental health clinic, YWCA swimming, health care aides and day care.

Questions on child development indicated further weakness in learnings perceived. Only 11 Ss felt they had acquired new understandings of children while 40 did not think they had learned anything new about child guidance. Four gave such answers as "Mine are raised" or "I have a foster child." Two Spanish-speaking respondents spoke of learning about need for dental care for children, children's nutrition, and reasons for not handing down shoes.

TABLE 11

Most Salient Learnings as Perceived by Ss in Participant Post-Interview

Program	n	C/T	F/N	R/U	MR	G/H	CD	Rel	Cr
1	7	10	4	8	3				10
2	6	8	5		1				3
3	5	4	6		7				2
4	5	10	11		6	3			
5	6	10	10	1	7	1	1	1	3
6	4				1		2	1	10
7	8	5	8		5		1	4	10
8	6	13	5		1	1	1	1	1
9	9	22	6	1	5				8
10	3	6	12		3	2	2		2
Totals		88	67	10	39	7	7	7	49

Key: C/T = Clothing Construction, Renovation, Draperies and Curtains, Textiles
F/N = Meal Planning, Foods Preparation, Nutrition
R/U = Furniture Refinishing, Upholstery, Slipcovers
MR = Management of Resources: Time, energy, money, use of community services
G/H = Grooming, Health, Home Nursing, Safety
CD = Child Development and Guidance
Rel = Personal Development and Family Relationships
Cr = Crafts: Crochet, knitting, macrame, cardboard carpentry, woodworking, Christmas decorations

Only nine Ss, representing six programs, said they'd learned something new about health and first aid, mostly related to grooming or safety for children. In all subject areas Ss tended to cite lack of attendance at appropriate sessions as the reason for not acquiring new knowledge.

Asked whether they perceived learnings in any other ways, Ss gave such answers as:

A greater understanding of why people do the things they do.

How to get along better with people. How people think differently. How to deal with people different from myself.

Self-confidence because I've learned these things. Perspective. Unbelievable how little some people have.

I've become more interested in programs like this. It stimulates growth.

Critical Incidents. Critical incidents--defined as a change in the learner as a result of an action or situation involving the teacher, aide, or some aspect of the consumer-homemaking program--were collected to provide further evidence of understanding and application of consumer and homemaking education concepts. Review of the critical incidents recorded by research personnel during observational visits and those submitted by field staff on an ongoing basis promoted categorization into seven subject areas (Table 12). Examples of critical incidents, both positive and negative, appear below as they were received from the teachers.

\+ Participant stated that a salesman came by her apartment dealing in enlarging and painting family portraits. Mrs. E stated that she has been making payments at a neighborhood drugstore and over a period of 5 months she has paid approximately $35....When Mrs. E inquired about the portrait (that was supposed to have been sent to Spain for enlarging and painting) she was informed that the portrait had been lost and she would not be given a refund. A resource speaker from the Federal Trade Commission was asked to discuss consumer fraud. As a result, Mrs. E and other participants have been made aware of many loopholes or practices pertaining to consumer fraud (Program 2).

A negative critical incident was recorded in housing.

\- P has been brought up in front of the health board for her unclean apartment. It was hoped that the center could help P get her apartment in some domestic order. Recruiter has known P for a fairly long time. She offered to help P clean her apartment, but P said her apartment was cleaned. As a result, P has not been down to the program except for brief appearances (Program 8).

TABLE 12

Positive and Negative Critical Incidents

Reported by Local Staff or Observed by Research Team

Program	G/H	Hsg	CD	MR	Rel	C/T	F/N	Collected	Total
1	3	1		7	5	2	2	1971-72	20
		1		1	4	1		1971	7
				3				Research Team	3
2				1				1971-72	1
							1	Research Team	1
3	3	4		13	3		1	1971-72	24
		1	1	8				Research Team	10
4	1			2	5	2	4	1971-72	14
					2	1	1	1971	4
			1		4	-1		Research Team	6
5	2	1	2	4	5	3	5	1971-72	22
				2			1	1971	3
	2		-1,5	-1,1	2		2	Research Team	14
6	3	1	-1,5	3	3	7	1	1971-72	24
	1	1		4	4	1	1	1971	12
			2		-2			Research Team	4
7	4	1		4	-1,3	3	3	1971-72	19
	1	1		1	1			Research Team	4
8	-2,7	-1,1	3	-1,16	-2,17	5	9	1971-72	64
					1			Research Team	1
9				1	1	7		1971-72	9
					1			Research Team	1
10	3		1	-2,4	-1,1	3	3	1971-72	18
		-1			1		2	1971	4
			1	2	4	2		Research Team	9
Totals	32	15	23	81	73	38	36		

Further examples of critical incidents, with all 10 centers and all subject areas represented in the sampling, appear in Appendix.

When ranked according to frequency, most critical incidents related to management of resources, closely followed by personal and family relationships. Clothing/textiles, foods/nutrition, and health were reported with near-equal frequency. Critical incidents in the subject areas of housing and child development apparently occurred less often.

Systematic Observations. Further evidence of understanding and application of consumer and homemaking education concepts was collected by the research team at the time of random observations at each center. Table 13 summarizes evidences of learning recorded. Examples were:

> S related to her older sister (who appeared near 10 p.m. to walk home with her participant mother and sister) some of the key ideas of the lesson taught that evening; e.g., recourse of consumer when has a just complaint (consumer economics).
>
> Slides of fashion show evidenced considerable accomplishment in well-fitting, smart, interesting garments (clothing/ textiles).

Inspection of Table 13 shows most of these supplementary evidences of learning observed in the subject areas of clothing and textiles and consumer economics. Figures are conservative since open-end questions were used rather than a checklist for this category (see Observation Form in Appendix) and observers tended to concentrate more heavily on recording use of the teachable moment, described later.

Comprehension of Consumer-Homemaking Education Concepts as Perceived by Teachers. Still another source of evidence of learning by Ss was the teacher interview administered at the conclusion of the study. When teachers were asked to cite Ss' applications of center learnings in their homes or jobs the following list emerged:

Wearing clothing made at home
Telling about draperies made
Telling about or bringing in food samples
Bringing in hand-crafted materials to be admired
Managing time better
Use of money and time savers in family meals
Making craft items to sell
More attention to personal grooming
Recycling clothing and other about-to-be discarded items
Trying child development ideas on own children
Applying consumer education information in own conservation and buying

Losing weight
Applying first aid techniques learned at center
Consulting family planning agencies
Turning away door-to-door salesman
Getting up in time to get children to school
Reupholstering furniture at home after seeing demonstration or starting project at center
Planning and preparing an improved variety of foods for family meals
Less dependence on fully-prepared foods.

TABLE 13

Evidences of Learning Observed During Systematic Observations

Program	C/T	F/N	CEc	Mgt	Rel	Hsg	CD	He	T
1	5					1			6
2	2	1	3			1			7
3					1				1
4		2	1				1		4
5		2	4		2		1		9
6	6				3		1		10
7	1					1			2
8	3		1	1		1			6
9	7		1			1			9
10	5								5
T	29	5	10	1	6	5	3	0	

When ranked according to frequency of mention by teachers, most center learnings applied at home were in the subject areas of clothing and textiles--including recycling, housing, consumer economics/management, crafts, and foods/nutrition.

Community resources observed to be newly utilized by Ss included:

Library
YWCA for swimming
Planned Parenthood
Job Training for the Handicapped
Alcoholism Council
Social Services, especially dental care and home economist
Food stamps
Drug Abuse Council
Legal Aid
County Health Department
Adult Basic Education
Probation Department
Consumer Protection Agency

Family and Children Services
Americanization League
Medical Clinics
English-as-a-Second Language classes.

Greatest new use of resources, according to number of times mentioned, was in health services.

Discussion: Evidences of Learning

Just as the programs were painstakingly built, stone by stone, so was evidence compiled that learning took place. No indisputable claim, able to stand alone, was discovered. Indications of learning were, instead, an intermingling of positive factors nearly as complex as the problems of poverty the program was trying to overcome. The two major instruments, the Participant Interview Schedule and the Consumer-Homemaking Descriptive Rating Scale, could not totally surmount the problem of short time span for becoming acquainted with casual program participants and for abeessing measurable effects of the treatment, but the instruments were judged to be valid and reliable measures tailored to a low-income program. Somers (1968) had emphasized that gain scores in human resources programs were achieved only when prior status was exceptionally low and programs especially great. Still, quantification of pre- and post-interview responses of the high-exposure group showed significant gains in the clothing and textiles subject area. Gain scores for two subject areas of the Consumer-Homemaking Descriptive Rating Scale, clothing/textiles and relationships, approached significance at .05 despite the handicap of inflated pre-ratings for two of ten programs. When the two atypical centers were removed from analysis, highly significant gains were made in all but one of the rating scale subscores.

More-stringent comparisons in gain score were made between high- and low-exposure groups. The high-exposure group may have reflected the presence of the recognized underclass or hard-core poor in that persisters in the program tended to be less-well educated and lower-income than low-exposure Ss. Despite the equalizing character of the two groups, where low-exposure Ss would be expected to make quicker progress because of demographic background, differences between total gain scores for the high-exposure group approached criterion significance over the low-exposure group.

Mean postratings on the scale measuring consumer-homemaking skills reached minimum competency for all but Program 8, a particularly impoverished group, who nonetheless made among the strongest gains of any of the Ss in 10 centers.

The Ss saw themselves as learning in all subject areas, especially in clothing/textiles, foods/nutrition, crafts, and management of resources. Systematic observations by researchers confirmed increasing skills in clothing construction.

The nature of critical incidents supported the findings regarding personal and family relationships and better management of total resources, with the two categories accounting for more than half of the critical incidents reported by local staff or observed by researchers. By far the most valid criterion of participant progress, critical incidents showed that impact of the program on individual lives was often powerful: return to emotional health, self-confidence built and family relationships improved, enrollment in formal adult education classes, resources used, significant new knowledge gained and skills acquired, independence achieved through a new job. All seem to point to better preparation of adults "for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner" (United States Department of Health, Education and Welfare, 1969, p. 100), the purpose of the legislation.

Referring back to Chapter IV, total hours spent in the program were significantly related to post subscores on the major evaluation instruments in child development, housing, management, relationships as well as total post-score of the Consumer-Homemaking Descriptive Rating Scale, indicating that time spent at the center was related to achievement of cognitive and affective objectives as well as skills.

Teacher interviews gave evidence of learning in all subject areas of home economics, particularly clothing/textiles, housing, management/consumer economics, and foods/nutrition. Teachers, closest to the problems and more-intimately acquainted with and concerned for their Ss than might have been anticipated, universally felt they were making a contribution to the lives of their Ss. Teachers lived the difficulties and discouragement and obviously loved, respected and sometimes despaired of their Ss. Interview responses affirmed their conviction that the people were learning and profiting from the program.

Attitude of Acceptance of Program and Trustworthiness of Staff

Participant Interview. Several questions were included on the interview schedule for program participants which were related to attitude of acceptance by Ss of a) program's readiness to help and b) sincerity and trustworthiness of staff: Why do you think people come here? Have you invited friends to attend? If so, how do you describe the program to them? Why do you think people might not attend or might stop attending? Did you get what you wanted? What have you enjoyed most? Is the program worthwhile? What could be improved?

Responses to the questions were generally positive. The phrase "to learn" was used 34 times when Ss were asked why they thought people attended the programs. A typical answer was "to learn about prices, sewing, everyday life things." Reference was made to the relaxed, friendly atmosphere ($n=22$) and to teachers "who care about you" ($n=5$). The lonely, isolated lives known to be led by many of the target population are reflected in the 16 responses related to

meeting new people, making friends, being with others. The fact that the program was free and could save Ss money was mentioned 6 times and once each, provision of child care and convenient location. One negative response was recorded.

All but 8 of the Ss interviewed had invited friends to attend the center. When asked how they interpreted the program to others, 36 described the program in terms of general enjoyability, congenial atmosphere, opportunity for adults to make friends and learn something new. In 28 instances kinds of things offered were related and "great variety" of offerings, 4 times. Teachers were described as knowing the answer to any kind of question, helpful and pleasant, certified. The program philosophy allowing Ss to pursue own interests, rather than "what the teacher wants to teach," was mentioned 8 times along with flexibility to attend or not as Ss wished. Characteristics of the program were recalled, such as provision of child care, no fee, varied schedule, nice equipment, and convenient location both in regard to being in the neighborhood and adjacent to adult basic education and other helpful programs.

Thirteen Ss did not know why people might not attend or stop attending. A like number cited lack of interest or motivation, accompanied by such comments as "Some think because they learn a little that they know everything" "I knew a month before coming. Just a case of getting up and going," "Some don't have enough energy or whatever you call it to force themselves to start something new." Working, perhaps at a new job, was given by 12 Ss as the reason people did not attend, followed by involvement in other projects (n=11), fear of neighborhood (n=6), need for child care and transportation (n=4,3). Mentioned twice each were bad weather, moving on to job training or out of the area, instruction in area of interest--perhaps upholstery--not available when person free to come, bored with doing the same thing at the center. Isolated reasons given were people not sure of eligibility to attend, not wanting to start mid-program, extreme family problems such as one husband with terminal cancer and another who would not let his wife leave their apartment.

Table 14 summarizes activities enjoyed most by respondents. Twenty-three of 47 Ss referred to sewing in some way, 10 to cooking, 9 to crafts, 8 to "everything," 2 to observation of special holidays or free discussion, and 1 each spoke of furniture restoration, any demonstration given, and value of nursery school experiences for her child. Three responses were negative.

Responses to the direct question, "Is the program worthwhile?" show 50 Ss giving enthusiastic endorsement supplemented with such comments as:

> You can bring your children. While you're learning, they are.
>
> It motivates people. Gets you to try to do new things. Gives you confidence in yourself.

Learn a lot of things you didn't know about yourself and family.

Helps me learn a trade--tailoring.

Gives you a chance to better yourself.

Women who aren't working can go and meet people; then they won't get so depressed.

It's in an area where it would help poor people. It's to their advantage. It's to anybody's advantage.

TABLE 14

Learning Activities Enjoyed Most by Participants

Program	n	Activities Most Enjoyed
1	6	Sewing, cooking, furniture restoration, everything
2	6	Sewing, knitting, everything
3	2	Everything, "I can bring the kids."
4	4	Sewing, cooking, everything
5	6	Sewing, cooking, crochet, having children in child care program
6	4	Crochet, Easter decorations
7	3	Cardboard carpentry, picture framing, everything
8	6	Sewing, cooking, Christmas decorations
9	7	Sewing, gourmet cooking, discussions
10	3	Sewing, learning to cook, everything

Twenty-seven Ss said they learned what they wanted to, 14 received some of the instruction they desired, and 9 did not learn what they had hoped to although 2 hastened to say it was not the fault of the staff. Rather, Ss got a job or started Adult Basic Education (ABE) classes or otherwise could attend little. One said she could not afford materials for what she wanted to do, make slipcovers.

Participants were not very articulate in proposing changes to better the program. Thirty-one liked the program the way it was, occasionally adding, "the teacher puts her whole self into it" or "the teachers try very hard." Eleven Ss asked for expanded breadth of program offerings, some suggesting help with English or basic education. Others wanted more of what they had: more speakers, field trips, teachers, sewing machines, free fabric, evening or summer hours.

In response to direct questions regarding changing hours, location, kinds of things done and way things were done at the center, Ss were almost universally supportive of the status quo. Seven respondents were afraid of theneighborhood, especially at night. "Wish they could get the gangs to go away from here. Can't go outdoors and sit on the benches. You aren't safe." Two Ss who had attended only once were lukewarm, one expected the program to improve with time and one participant of the rural program said it was a waste of taxpayer's money.

> If we could have had draperies or upholstery or discussions on drugs or a psychiatrist, that would have been interesting. I don't feel it was that informative.

When given an opportunity at the conclusion of the interview to further comment on the program 30 Ss reiterated satisfaction with the program, 5 would like to attend more often, 3 appreciated child care and 2 wanted broader programs at the centers they attended. Individual comments included:

> If you have problems they'll listen to you.
>
> Very friendly, everyone welcome. All levels of skills were possible. No one ever made you feel stupid because you didn't have a specific ability.
>
> Should have something like this for teens.
>
> Interesting cross-section of people.
>
> Beneficial....can improve race relations.
>
> If you don't come here for a certain length of time, they call you. They're concerned about you.

One particularly poignant answer was,

> I'm not too good at thinking.

Responses, in general, to this series of questions probing for suggestions for program improvement have an aura of reluctance to criticize the program for fear of losing it. Ss seemed, to the investigators, to be very careful about what they said.

Observations. A second measure of degree of acceptance of the program by its participants is analysis of comments made by members of the research team during the series of eight 2-day visits to each of the 10 programs. Irrespective of the attitude of all members of the research team who observed programs that, in most centers, the program could be broader and that teachable moments were being missed, the Ss themselves were recorded as being interested, even engrossed in their work, 67 times. Participants were described as showing barely polite interest in demonstrations being given

only 11 times and showing impatience about having to wait for help, just once. Typical observations recorded Ss asking questions, thanking teacher for lesson, verbalizing appreciation for teacher or program to researchers, and exhibiting pride in their work.

Teacher Interview. Several questions on the end-of-study Teacher Interview Schedule referred to acceptance by Ss of the program and their trust in the staff. Asked whether Ss felt free to confide in them, all but one of the teachers responded in such terms as "Definitely. Most of them do. Sometimes you hear more than you'd like to hear." One teacher said she was too busy with group teaching for confidences, but made referrals to Model Cities, day care and the like. Most requests were for counsel regarding relationships to children, parents, husbands, boy friends and included sex education, alcoholism, communal living, how to get children out of foster homes. Requests for help with personal problems in housing ranked second in incidence. Other problems which Ss confided to teachers related to child care, health, money management, employment, even hunger.

Teachers said Ss also trusted and confided in aides but with some differences. In some centers Ss spoke less freely to aides because paraprofessionals lived in the neighborhood and were loathe to talk too personally or because there was intense rivalry between aides and Ss. In another center Ss took marital problems to aides as well as requests for special programs at the center. Sometimes one particular aide was consulted.

Readiness of Participant to Learn and Profit from Program

Interview responses showed many instances of concern for education, for "bettering oneself," as some Ss expressed it. Another measure of readiness to learn and profit from the program is attendance pattern, to be described later. Analysis of how Ss spent their time at the centers as they served themselves at the smorgasbord of learning activities available to them provides still another measure of Ss' readiness to learn and profit from the center program.

Individuals in the random sample participated in scheduled activities in the following rank order of incidence: clothing construction, food preparation, crafts, consumer economics, socializing, personal development and family relationships, nutrition, health, child development, clothing renovation, interior decorating, grooming, furniture refinishing, budgeting, home care, upholstery and laundry. It should be noted that some activities recorded by center staff were not listed on the measuring instrument provided: interior decoration (or re-decoration, as centers chose to call it), housing, home management, woodworking. Program 2 preferred to term home care "home management" to get away from any connotation of meniality. Field trips were categorized in most-related subject area; e.g., trips to explore community resources were placed under consumer education (use of community services). Participation in fashion shows, often said to be the first time many Ss had experienced success in education, was deemed personal development.

Pure socializing, while ranking fifth in incidence of time, is surprisingly small in view of the informal nature of the programs. Tables 15, 16 and 17 chart absolute hours, proportion and ranking of time spent in each program by the random sample in subject areas of consumer-homemaking education.

TABLE 15

Ranking of Time Spent by Random Sample in Subject Areas

of Consumer-Homemaking Education

Area	Program 1	2	3	4	5	6	7	8	9	10	Rank
S	1	1	1	1	1	9	3	1	1	1	1
FP	5	2	6	3	2	4	2	2	3	2	2
Cr	2	6	3	2	3	1	1	6	2	6	3
CEc	7	3	2	5	5	2	4	4	7	4	4
Soc	4	9	7	4	4	3	9	9	11.5	5	5
Rel	9	4		9	7	7	6	5	4.5	8	6
Nutr	12	7	9	6.5	10	6	5	7	10	3	7
He	13	8		8	6		13	3	8	10	8
CD	11	11	4.5	14	8.5	5	8	8		11	9
CloR	8	10	8	11	13		7	12.5	9	9	10
IDec	3	13		15							11
Gr	16.5	16		6.5	8.5		12	11	6	7	12
Ref	6				15			10	13	14	13
Budg	16.5	12	4.5	12	12		10.5	14	11.5	12	14
HC	15	5		13	14	8		14		13	15
Uph	10	14			16			12.5	4.5	15	16
Laun	14	15	10	10	11					16	17
Wwkg							10.5				18
Hsg		17									19

Key:
S = Sewing
FP = Food Preparation
Cr = Crafts
CEc = Consumer Economics
Soc = Socializing
Rel = Relationships
Nutr = Nutrition
He = Health
CD = Child Development
CloR = Clothing Renovation
IDec = Interior Decoration
Gr = Grooming
Ref = Refinishing
Budg - Budgeting
HC = Home Care
Uph = Upholstery
Laun = Laundry
Wwkg = Woodworking
Hsg = Housing

TABLE 16

Hours Spent by Random Sample in Subject Areas

of Consumer-Homemaking Education

Program	1	2	3	4	5	6	7	8	9	10
S	325.5	318.	101.75	558.	698.5	.25	48.	242.	487.	536.
FP	41.25	166.	5.5	195.5	301.25	10.	62.	154.	28.	83.75
Cr	90.25	69.5	7.5	269.	210.5	52.75	92.25	41.	46.	40.
CEc	22.5	121.	39.	102.25	119.25	22.5	44.25	47.5	14.	60.75
Soc	47.25	45.5	5.25	107.	209.25	11.5	20.25	16.5	5.5	59.25
Rel	17.25	92.		63.5	79.5	2.75	35.5	43.5	23.	13.
Nutr	11.25	60.5	3.5	95.5	25.75	4.25	36.5	38.	6.	68.5
He	8.5	48.		71.	98.5		7.25	52.	10.5	10.
CD	12.75	40.	6.	19.25	37.25	8.5	22.5	22.5	1.	6.75
CloR	20.	45.	3.75	33.25	15.25		28.25	10.	8.5	10.25
IDec	52.25	22.		14.5						
Gr	.5	18.		95.5	37.25		9.5	12.5	15.	15.25
Ref	30.5				12.			15.	4.	3.
Budg	.5	28.	6.	31.75	15.75		13.	5.	5.5	5.75
HC	4.5	77.5		20.5	12.25	1.	3.	9.		3.75
Uph	13.5	20.5			6.5			10.	23.	2.
Laun	7.75	19.5	1.5	40.	17.75					.5
Wwkg							13.			
Hsg		8.								
Total	706.	1199.	179.75	1716.5	1896.5	113.5	435.25	718.5	677.	918.5

TABLE 17

Percentage of Time Spent by Random Sample in Subject Areas of Consumer-Homemaking Education

Program	1	2	3	4	5	6	7	8	9	10
S	.461	.265	.566	.325	.368	.002	.110	.336	.719	.583
FP	.058	.138	.030	.113	.158	.088	.142	.214	.041	.091
Cr	.127	.057	.041	.156	.110	.464	.211	.057	.067	.043
CEc	.031	.100	.216	.059	.062	.198	.102	.066	.020	.066
Soc	.067	.037	.029	.062	.110	.101	.046	.022	.008	.064
Rel	.024	.076		.036	.041	.024	.081	.060	.033	.014
Nutr	.015	.050	.019	.005	.013	.037	.083	.052	.008	.074
He	.012	.040		.041	.051		.016	.072	.015	.010
CD	.018	.033	.033	.011	.019	.074	.051	.031	.001	.007
CloR	.028	.037	.020	.019	.008		.064	.013	.012	.011
IDec	.074	.018		.008						
Gr	.001	.015		.055	.019		.021	.017	.022	.016
Ref	.043				.006			.020	.005	.003
Budg	.001	.023	.033	.018	.008		.029	.006	.001	.006
HC	.006	.064		.011	.006	.008	.006	.012		.004
Uph	.019	.017			.003			.013	.033	.002
Laun	.010	.016	.008	.023	.009					.001
Wwkg							.029			
Hsg		.006								

Progress of Paraprofessional Staff Toward Program Objectives

A major concern of the present study was the measurement of progress made by paraprofessionals toward objectives related to a) employability and b) understanding and application of consumer education and homemaking concepts. Since instruments for evaluating the impact of the program on paraprofessionals were developed or revised in conjunction with the present study, a test-retest research design was not feasible. Rather, 26 experienced aides representative of all aides employed in the program were compared with a group of 10 newly-hired aides as a means for evaluating program impact. Since aides were mostly indigenous, comparisons were also made--using the Participant Interview Schedule--between scores of paraprofessionals and those achieved by the high-exposure group of Ss (n=85).

The mean score on the Participant Interview Schedule, calculated as the percentage score achieved of the items attempted, was found to be the same for all three groups: experienced aides, newly-hired aides, and high-exposure Ss. Mean scores for the three groups all approximated 58%. Range of percentage scores varied from 43-74% for the experienced aides to 47-66% for newly-hired aides and 42-78% for high-exposure Ss.

Subscores were also approximate for aides and Ss on the Participant Interview Schedule with the exception of housing and management of resources. In the subject area of housing, both new and experienced aides received low percentage scores of 39 and 35 whereas the mean for the Ss was 59%. Aides, however, achieved much higher mean scores in management of resources (old aides, 73% and new, 81%) than Ss ($\bar{x}$=58%).

When ranked according to percentage achieved of items attempted, aides and Ss evidenced similar profiles in knowledge and understanding of clothing, health, consumer economics, relationships and foods/nutrition:

	Old Aides	New Aides	Total Aides	Ss
Clothing/textiles	1	2	1	1
Management	2	1	2	5
Health	3	3	3	2
Consumer Economics	4	4	4	4
Child Development	5	5	5	8
Foods/nutrition	6	6	6	7
Relationships	7	7	7	6
Housing	8	8	8	3

Perception of concepts learned, as expressed by paraprofessionals in interview responses, differed considerably from responses by participants to the same questions. Whereas Ss saw learnings to be mostly in clothing/textiles, aides perceived their most-salient

learnings to be in job skills, particularly in the areas of personal development and relationships with others. Both groups highly ranked their new knowledge and understanding in foods/nutrition and management of resources/consumer education. Little mention was made by either aides or participants of learnings in the subject areas of child development or health. Two aides, one experienced and one new, said they had learned nothing from the program.

Job skills specifically emphasized by the aides, in addition to increased knowledge and understanding of the concepts they were helping to teach, were increased understanding of Ss and ability to work with them. Also mentioned were improved English, leadership experience, clerical expertise, and better management. Job skills were more objectively rated on the job performance and job persistence descriptive rating scales. Experienced aides (n=26) received a mean performance rating of 3.86, where 3.00 represented minimally acceptable work. Ten newly-hired aides, on the other hand, received a mean rating of 4.49, a gain statistically significant at $p < .01$. Newly-hired aides were also rated higher on job persistence ($\bar{x}$=4.66) than experienced aides ($\bar{x}$=3.73), also significantly different at $p < .01$. All new aides were rated at least at the minimum level, 3.00, ranging from 3.43-4.95 on job performance and from 3.72-4.88 on job persistence. The range for experienced aides was 2.80-4.00 on job performance and 1.72-5.00 on persistence. Two aides received a less than acceptable rating on performance and five of the old aides received ratings below 3.00 on job persistence. Mean scores on the Attitude toward Paraprofessional Jobs in Human Services scale were not significantly different for the two groups of old and new aides. The range on the attitude scale was 90-173 for new aides and 128-181 for experienced aides. Mean scores were positive in direction for all aides.

In addition to the attitude scale, attitudes of aides toward the program were also reflected in interview responses. Asked why they thought Ss attended center activities, 18 of 26 experienced aides and 7 of 10 new aides said "to learn." Mentioned nearly as often were needs to be with others and for new outlets. Desire to sew and friendly atmosphere were each mentioned 5 times and, occasionally, convenient location of center, provision of child care, and curiosity. Aides said they described the program to others mostly in terms of kinds of learning activities available. Other advantages promoted were, in rank order, value of developing new interests, opportunity to meet people, no fee, child care available, schedule, pleasant surroundings and informality.

When asked to give reasons people might not attend or stop attending, the aides listed: found jobs (n=6), lack initiative (n=5), no transportation or not allowed to pursue activity of interest (3 each), and no time, tense atmosphere, lack of child care facilities, moving away from area, not wanting to get involved (all, n=2). Mentioned once each were illness, learning what they wanted to and leaving, confidential information repeated, limited activities of interest, change in children's school schedule, poor location, and not wanting to be identified as low-income. Specific

program changes suggested by aides included expanded schedule (n=4), need for child care facilities (n=2) and center relocated near public transportation.

Kinds of things aides most enjoyed doing at the centers were, according to experienced aides, "anything and everything" (n=7), working with children (n=5), teaching (n=2), and mentioned once each: recruiting; clerical work; and assisting with lessons on food preparation, reupholstery, health, budgeting, sewing. New aides especially enjoyed working with children (n=3), working with adults and giving foods demonstrations (n=2 each), and related once each were: recruiting, assisting with sewing and crafts, helping people.

The end-of-project questionnaire/interview probed more deeply into experiences and attitudes of aides (n=15). When asked why they chose to take an aide job in the consumer-homemaking program, the most common response was liking children and people, followed by need for income and to learn from the program themselves. Availability of nursery care for their own children, had attended program as participants and liked it, liked working, liked helping people, felt qualified, and proximity of center to home were also mentioned. All said they liked their jobs. Special advantages referred to were pleasure found in meeting Ss and interacting with them, sense of helping others, opportunity to learn themselves, freedom to try out own ideas on the job, good experience for the future, and the atmosphere. A majority said there was nothing they disliked about the job. Three said the pay was too low and mentioned once each were no chance for advancement, the cleaning, too few work hours, and lack of supplies.

Duties were described as assisting with teaching, helping with children, record-keeping, recruiting, cleaning, and communicating with Ss. Inservice was limited mostly to staff meetings and infrequent one-day conferences. Aides were interested in learning more about the following subject areas, in rank order: sewing, foods/nutrition, crafts, consumer economics, child development, and home decorating. One wanted to learn more about teaching methods and another about how to help Ss deal with their problems. Two felt they did not need further information or training.

All but one thought their experience on the present job would help them get another position through new expertise in working with people, establishment of a work record, increased knowledge and job skills, and greater self-confidence. Five said, if allowed their choice of any job, they would prefer the same kind. Three would choose a job related to sewing and one person each would choose writing books for children, working in an upholstery shop, nursing, or teaching junior high home economics classes. One said she would take any kind of a job.

When aides were asked about specific aspects of their jobs most found the amount of responsibility presently assumed to be satisfactory; two would have preferred more. Fringe benefits were

generally approved although a few had no sick leave, retirement plan, or paid holidays. Opinion was divided regarding satisfaction with the number of hours employed each week, with about half preferring to work more. Most found their pay adequate for the hours worked and responsibilities assumed. All liked being able to try out their own ideas on the job. Most felt their suggestions were incorporated in the program but two said their suggestions were ignored except--in one case--in regard to the child care program where she had complete charge. All felt aides should make suggestions and most said they were frequently asked about their opinions, one saying, "Sometimes aides have more insight into needs and interests of the people."

Aides were usually but not always high school graduates. Two were licensed practical nurses. Job experience prior to employment in the consumer-homemaking program was widely varied. Factory and clerical experience led the list (n=4,3) followed by laundress, babysitter, sales (all n=2), and waitress, camp counselor, domestic, telephone operator, beautician, child care aide. Only a few of the child care aides had prior experience working with children other than their own. One-third of all the aides received no formal training before assumption of the job and few others received more than brief orientation.

Changes the 15 aides would like to see in the program included larger facilities (n=6) and, referred to twice each, larger staff, more equipment and supplies, extended hours of operation. Mentioned once each were need for a paid recruiter, higher pay, more field trips, opportunity to visit other centers for ideas, clerk to keep records, more Ss, and interchange of responsibilities among aides. "I would learn more and it would be more interesting." All said the program was worthwhile:

> It meets people's needs.
> Helps people find jobs.
> People get what they want.
> Enables people to help themselves.
> Women gain confidence and find out about community resources.
> A lot of people want to go to school and don't have the money for a babysitter so they come here.
> Changes your whole outlook on life. You don't get depressed and in a rut. Even though teachers are teachers and have degrees they can relate to you and be on your level.
> Gives people something to do, a chance to learn.

When specifically asked about changed personal behavior, responses indicated major program impact in improved appearance of home, acquaintance with services of community agencies, improved nutrition and consumer awareness, health consciousness, and more outgoing personality. Typical aide responses were:

> I am always learning new things.
> I have learned the art of working together.
> I have a clearer mind.

By observing the teachers in the kitchen I'm now a less sloppy housekeeper.
I have learned that other people have bigger problems than I have.
I have changed by knowing you don't have to remain poor.
My ideas are ancient so I've learned new methods, shortcuts, flexibility.
I have acquired experience and feel more confidence. Won't be worried about looking for another job if I have to.
I've learned about equality between races. Everyone is the same.

A Pearson product moment correlation matrix was run to establish relationships among job performance, job persistence, attitudes toward paraprofessional jobs in human services, and knowledge and understanding of homemaking and consumer education concepts. When scores for 26 experienced aides were compared on the four variables, a significant positive correlation was found only for job performance with job persistence (r=.74, $p < .001$). Scores on the attitude scale were shown to be negatively correlated with the measure of knowledge and understanding of concepts, r=-.35, $p < .037$. The correlation between job performance and job persistence was also highly significant for the 10 new aides. Findings for the total group of 36 aides showed job performance and job persistence to be highly correlated (r=.79, $p < .001$) and the negative correlation remaining between attitudes and knowledge/understandings (r=-.34, $p < .021$).

The negative relationship between knowledge/understanding and attitudes toward paraprofessional jobs suggests that the more-able aides were eager to move on to more responsibility and further training whereas the less-able were satisfied to remain in their present positions. Scores on the Participant Interview indicated that employers were tending to hire more highly qualified paraprofessionals as the programs matured, since new aides coming into the program were scoring in nearly the same range as those who had been exposed to the program for longer periods. Also, mean ratings of new aides on job performance were significantly higher than ratings for experienced aides.

Despite the largely indigenous character of the aides, the program seemed to be having a far different impact on paraprofessionals than on participants. Scores on the Participant Interview, although comparable in clothing/textiles, health, consumer economics, relationships and foods/nutrition, showed greater gains by aides than Ss in management and child guidance. Aides themselves perceived their most salient learnings to be in job skills while Ss related especially to increased knowledge and skill in clothing/textiles, foods/nutrition and crafts.

Progress of Professional Staff Toward Program Objectives

Understandings of Feelings and Problems of Program Participants

Teacher Interview. In the post-interview, teachers identified Ss' interests as being, in rank order, in the areas of: clothing construction and renovation; meal planning and food preparation; consumer education and family spending; child development, upholstery, crafts--all same incidence; and family life, first aid, home nursing--same frequency. This ranking by the teachers is confirmed by Ss' perception of learning and hours spent in center activities.

More-diverse were needs of Ss as perceived by the teachers. Mentioned once or twice each were self-development, nutrition, economy foods, recycling clothes and furniture, house-keeping, sewing, basic understanding of children at all age levels, making better use of community resources, improved self-image, learning how to communicate with others, seeing how the rest of the world lives, family relationships, money management, setting long-range goals. Opinion varied regarding offering a rounded program. Teachers in successful Program 5 (see Index of Program Effectiveness) recommended that staff firmly guide Ss into areas they need. A teacher in Program 1, whose Ss were mostly interested in sewing, said Ss ought to be offered what they want, not what others think is good for them.

Observations. Since so much time at the centers was spent sewing, most help sought by Ss was observed during random visits to be related to clothing construction, use of machine, remodeling of garments. Researchers observed help being sought nearly as often for the housing subject area: furniture refinishing and repair, reupholstery, use and repair of appliances, storage. Requests for help with problems of broken windows, moving, and lack of heat were also heard.

Third in order of frequency were requests for assistance with foods/nutrition: food buying, special diets, nutrition, weight control, food preparation techniques such as how to roast meat or bake a cake. Questions related to child development were heard next often, followed by consumer economics: judging quality, loss of welfare check, setting up household accounts. Requests for help with management of resources included information regarding further education and community services, and how to report a theft. Health problems included drug abuse, problem skin, prenatal care. Requests for help with relationships were, understandably, observed less often.

Teacher responses were nearly always positive, with teachers usually eager and willing to help and patient with slow learners. Sometimes Ss had to wait long periods for help; on rare occasions their questions were ignored.

Seldom were suggestions for future programs offered by Ss in the presence of observers. As one researcher wrote, "People were too busy and concerned with the immediate problem." Typical requests, when made, were for sessions on crafts, abortion, making bathing suits, fondue cooking, mother-daughter relationships, pattern alteration, use of left overs, consumer protection, problems with landlords. Teachers usually welcomed suggestions and incorporated them in future plans or assured Ss that plans had already been made for the desired program feature. The investigators observed instances where suggestions seemed to be ignored but the teacher had indeed noticed the comment, investigated program possibilities and followed through in a day or so with definite plans.

Ability to Collect and Interpret Evidences of Impact on Participants

Ability of teachers to collect and interpret evidences of learning on the part of program participants was measured chiefly through the collection of critical incidents, although teacher interview responses lent data for the assessment. Teachers had also, for the most part, successfully used the Consumer-Homemaking Descriptive Rating Scale. The number of critical incidents reported seemed to depend on local commitment to the research effort, proportion of Ss from the true target population, and a social-psychology background or sensitivity facilitating recognition of critical incidents in the subtle area of relationships.

Programs were ranked on frequency of true critical incidents reported and this ranking provided one variable in the Index of Program Effectiveness designed to provide a profile of the successful consumer-homemaking education program for low-income adults. Contrasts were extreme. Program 8, which combined residents of a low-income housing project and a sensitive and articulate teacher, yielded the greatest number of critical incidents. The similar Program 2, whose housing project inhabitants were further disadvantaged by language barriers, yielded only one critical incident. Program 6, serving a county in Appalachia, was credited with second rank in number of critical incidents reported. Programs 1, 3 and 5--all serving visibly poor inner city residents--supplied similar numbers of incidents. The slightly smaller number from Programs 4, 7 and 9 gives credence to the impression of the research team that Ss in these centers were generally somewhat more affluent than others in the sample.

Ability to Present a Creative and Innovative Program

Ability of professional staff to present a creative and innovative program was assessed through measurement of use of effective resources, seizure of the teachable moment and quality of preparations made for daily sessions. Ability to collect, develop and use resources was determined through compilation of data reported on the form provided for listing resources and describing their effectiveness. Use of resources also played a role in the

determination of quality of preparation for daily sessions. Teachable moments were observed and recorded by the research team as positive or negative in nature and later categorized according to subject area as a means for assessing program breadth. Use of resources, quality of preparation, and maximization of the teachable moment provided three more variables for the Index of Program Effectiveness designed to provide a profile of the successful program.

Use of Resources. Examples of resources, tabulated in Table 18 according to subject matter area, serve also as an indicator of program breadth. Examples of resources used were:

Clothing and Textiles: Field trip to clothing factory, slide presentation on selection of clothing for children, speaker on new textiles, maintenance at the center of an Alteration Closet filled with donated clothing Ss could have so long as they altered the garment in some way to fit them or a member of their family.

TABLE 18

Educational Resources Reported Used by Professional Staff

Program	C/T	Mgt	Rel	CD	F/N	He	Hsg	T	Rank
1	1	6	1		1	2	1	12	7
2	1	5		2	1	5	1	15	6
3	2	3			1	3	2	31*	4
4		3			2	2	1	8	9.5
5	3	10	4	3	6	7	2	35	3
6		2		1	3	1	3	10	8
7	4	9	8	9	23	12	14	79	1
8	9	10	6	12	9	10	11	67	2
9	7	3	5		4	2	9	30	5
10	1	3		1	1	2		8	9.5
T	28	54	24	28	51	46	44		

* Adjusted to reflect original materials routinely used in program

Management of Resources: Speakers on budgeting, consumer fraud, crime control; slide-tape presentation "Your Work and Your Posture"; filmstrip on getting credit; field trip on comparative shopping for drug items; budgeting game.

Family Relationships: Speakers on human sexuality, the one-parent home, senior citizen years, responsibility; movie on black progress through the years; filmstrip, "Do We Live or Exist?"

Child Development: Filmstrips on feeding young children, children's feelings, children's play; slide presentation on "Your Child in the Consumer-Homemaking Nursery"; speakers on learning disabilities, sibling rivalry, child discipline, "How to Keep Your Kids Out of Trouble," "What do Parents Owe their Children?"

Foods and Nutrition: Field trip to basic nutrition workshop conducted in Spanish; slide presentation on weight control; speaker-demonstrations of foreign cuisine; better food buying; "Men Can Cook Too"; low-cholesterol foods and diets.

Health and Grooming: Movie on self-protection for women, safety for women; filmstrip on venereal disease; field trips to medical clinics; speakers on lead poisoning, sickle cell anemia, alcoholism, menopause, cosmetics, drug abuse, abortion.

Housing: Filmstrip on psycho-sociological needs the home fulfills; field trip to furniture restoration shop; speakers on legal rights of tenants, fire prevention in the home, home wiring and lighting; demonstrations on antiquing furniture, care of gas and electric ranges; pamphlets on first aid for flooded homes and farms.

Typical student reactions recorded by teachers, most of which were positive, were:

Interested. Surprised to learn of service. (Rodent control)

They were really surprised at the prices of some of the articles and glad to have the good and bad points shown them. (Shopping kit from utility company)

Participants showed interest in their immediate problems as tenants. (Housing Authority speaker)

Most of the people didn't know this place existed. (Botanical Gardens)

Spontaneous group discussion. Beautiful. Many left very satisfied, with food for thought. (School psychologist)

Very interested. Added information and case histories of fraud for everyone's benefit. Majority were magnetized by information given. (Speaker from Attorney General's Office)

Very attentive. Interested and eager to learn. Active participation by most of the people. (Field trip to workshop on pattern selection and alteration, in Spanish)

Interested, but we need new approaches to nutrition information.

The participants agreed that you can't make your child what he doesn't want to be. They agreed even more when the speaker said, 'We have given the child a bad image of himself--a sense of worthlessness.'

Representative agencies used included:

Department of Health
Cooperative Extension, Expanded Nutrition Program, 4-H
Model Cities
Federal Trade Commission
Attorney General's Office
Food and Drug Administration
Housing Council
Consumer Protection Bureau
Department of Social Services
Police
Children and Family Services
Planned Parenthood
Council on Alcoholism

Clergymen were very helpful and private business was tapped as a resource: area farms, utility companies, department stores, supermarkets, insurance agencies, banks.

Most frequent use was made of resources in management. The relationship of resources to attendance is reported in the section on procedures enhancing attendance.

Additional information on resources was obtained from the teacher interview. All programs were encouraged to develop learning packages suited to the low-income audience but local staff rarely managed to produce anything beyond bulletin boards and illustrative materials for sewing and crafts. Most teachers recommended that staff time be set aside for preparation of the badly needed materials. A notable exception was Program 3, which developed its own highly-professional learning packages, mostly in consumer education and housing. Time was set aside at weekly staff meetings for development of curriculum materials and a graphic artist employed to produce flipcharts, slide presentations and other visuals. Materials were bilingual to serve the large Spanish-speaking population of the city. Most of the materials were reproduced for use by all other consumer-homemaking adult centers in the state.

Program 2, with its large administrative staff, had a curriculum coordinator who collected, developed and provided teaching materials for centers.

Use of the Teachable Moment. Maximization of the teachable moment, taking advantage of that instant when interest of the learner is caught and held, was particularly vital if Ss were to learn and progress in the informal framework of the program. Most teachable moments observed (Table 19) were positive in nature, but, in all programs, opportunities to provide new information or reinforce learnings or helpful attitudes were lost. Occasionally, faulty information was given or misconceptions allowed to remain uncorrected. Ranking centers on the number of teachable moments observed provided a measure of quality of instruction and, when categorized according to subject area, a measure of breadth of program.

TABLE 19

Positive and Negative Teachable Moments Observed

Program	CD	FR	F/N	C/T	Mgt	CEc	Hsg	He	Sum	Rank
1		-2,1	-1,8	-2,3	1	-1,3	4		14	6
2	-2,1	1	-7,9	-4,4	-1,6	-2,2	1	1	9	8
3	-1	-1,2	1	-1,1	5	9	1	-1,1	16	5
4		-2,1	-2,7	-3,3	-2,1	4			7	9
5	6	4	9	3	5	-2,9	2	-2,4	38	2
6	9	1	-2,5	2	-3,11	3	-1,6	8	39	1
7			-3,6	-1,2	2	-1,12	5	-2,3	23	4
8	2	-2,3	-2,3	9	-2,1	-2	-1,1	-1,2	11	7
9		-1,4	-2,3	-1,5	-4,2	-1,1			6	10
10	2	2	12	-2,2	6	5	1	2	30	3
Totals	23	27	82	48	52	57	23	27		

Further, use of the teachable moment illustrated the efficacy of the teacher or aide as the most-valuable program resource.

Examples of positive and negative teachable moments in the subject area of foods and nutrition are:

\+ S spoke of high and rising cost of meat. Teacher reminded her that American diet had more protein than necessary; casseroles, liver and fish could cut costs.

\- Recipe of the day was not costed.

Additional examples of positive and negative teachable moments, outlined according to home economics subject area, appear in the Appendix.

Inspection of Table 19 shows teachable moments utilized in all programs in the subject areas of foods/nutrition, clothing/textiles, consumer economics and management of resources. Positive use of the teachable moment in child development was observed in just half the programs. When programs were ranked according to the difference between positive and negative teachable moments recorded for each center, teachers at Programs 5, 6, 7 and 10 seemed most skillful in the use of this instructional technique.

Quality of Daily Preparation. Quality of preparation for daily sessions was observed during random visits by researchers, Table 20. Programs were ranked on the dimension, which provided another variable for the Index of Program Effectiveness. Observations indicating no apparent preparation for the day other than to have routine supplies on hand were logged 35 times, a presentation had been prepared by the teacher on 24 occasions, audiovisual materials were collected or prepared or samples of products made 22 times, and 20 food demonstrations arranged. Preparation of handouts, special recruitment efforts, and plans for foods laboratories were next in incidence.

TABLE 20

Quality of Daily Preparation Observed

Program	1	2	3	4	5	6	7	8	9	10
Food Demonstration	2	4		2	3		5	1	2	5
Handouts	2			2	1	5	3	1		
Visuals	3	5	2		1	8	1	1	2	
Foods Laboratory				3	4			2	1	
Special Recruitment		1	2	1		3	1	4		
Resource Person		1		3	2	1	1	2		
Field Trip			1	2	2		2	2		1
Presentation by Teacher	3	3	4	1	5	2	4	1		1
Supplies on Hand for Crafts	1					1	4	2	1	
No Apparent Preparation	6	5	3	8	2		3	1	5	2
Total Preparation	11	14	9	14	18	20	21	16	6	7

Observers also recorded the apparent performance objectives of the days centers were visited. Number of subject areas to which objectives were related was tabulated in Table 21 as a measure of breadth of program for each center. Objectives related to all areas of home economics were observed in only four centers; in one center instruction was observed in just four subject areas.

TABLE 21

Apparent Performance Objectives of the Day,

Classified According to Subject Area

Program	CD	Cr	F/N	C/T	Hsg	Mgt	CEc	Rel	He	Number of Subject Areas
1		6	2	11	4	1				5
2	1		2	10	1	2	3			6
3		2	1	5		1	4		1	6
4		1	6	9	2	1			3	6
5	3	4	17	9	2	3	4		5	8
6	3	5	3	2		5	1	1	2	8
7	4	7	8	10	15	4	2		1	8
8	1	1	7	10	2	1	3	1	2	9
9		4	1	11	2					4
10	2	1	9	10	3	1	1	1		8
T	14	31	56	87	31	19	18	3	14	

Provision of Child Care. Quality of child care varied widely from center to center and in Programs 2 and 9 child care was not provided at all. The loss was particularly deleterious in Program 2, directed at families living in a low-income housing project. Funding was available for child care but in the case of Program 2 constricting school district regulations hampered provision for children despite the fact that the center was located on the ground floor of a project meeting federal safety standards. Program 9 managed without child care since many of the clientele were evening students at an adult education center. Also, the only space available was a small windowless storage room.

Both facilities and staff played key roles in the quality of all child care programs. Programs 1, 3, 5, 7 and 8 had well-equipped child care areas ranging from two small rooms in Program 7 to an adjoining project apartment in Program 8. Program 10, at the time of the study, had neither separate child care room nor adequate space in its crowded one-room facility but an aide or junior high home economics student in the building helped divert

children.

Usually mothers from the neighborhood were employed as child care aides. Exceptions were the male bus driver in Program 6 who worked with children in addition to his other duties and the teacher with an associate degree in early childhood education who conducted the nursery school in Program 5. The toddler and baby room in Program 5 was supervised by a licensed practical nurse.

The child care program was intended, according to State guidelines for program development, to serve as a laboratory for demonstrating child guidance techniques. Most of the child care observed, however, was custodial rather than educational. Richness of individual programs can be sensed from inspection of Table 22, which summarizes activities provided by child care aides during the random visits of researchers, taking into account that children were not always in attendance and that observers spent a limited portion of their time in child care areas.

Need for discipline and action taken by child care staff was recorded on the observation sheets. Rarely was any form of discipline needed, since children were kept busy with a variety of toys and supervised activities. Notable exceptions were Program 2 where, on one occasion, bothersome children were made to sit on chairs for long periods of time and Program 4 where children were neglected by the aide and, in their boredom, got into trouble. Discipline was rendered by mothers in forms of slapping across the face or shouted reprimands.

Teachers were asked to record the number of children in attendance and snacks served. Mid-morning and mid-afternoon snacks and more substantial meals where appropriate were encouraged by State guidelines and funds provided. Since children sometimes came hungry, snacks were often served upon arrival.

According to records filed from the centers, especially imaginative and nutritious snacks were prepared for children at Programs 5, 7, and 8. Nutritious snacks were also consistently served children of Ss attending Programs 1, 4, and 10. Snacks at Program 3 usually consisted of cookies, not always accompanied by orange juice, or milk, and sometimes seemed to be composed of whatever happened to be on hand since potato chips and artificial fruit drinks were reported served 11 times. Snacks were nutritious when offered at Program 6 but observers noted many instances when no snack at all was provided children attending the program.

The proportions of the challenge of providing enriching experiences for children of participants are evident in attendance

TABLE 22

Observed Frequency of Activities Provided in Child Care Program

Activity	Program: 1	3	4	5	6	7	8	10
Small Muscle Development	6		5	11	4	10	4	5
Large Muscle Development		1		11	3	9	3	2
Creative Expression	4	1	2	9		10	2	3
Story Time		1		7		7		2
Nutritious Snack	6		4	10	2	10	5	4
Learning to Share and Play Together Cooperatively	2		1	10	2	7	2	2
Safe Environment	6	1	6	11	4	12	8	4
Preparing for School: Colors, Numbers, etc.	1			7	2	7	1	2
Encouraging Curiosity	2		1	7	3	8	1	2

data submitted by the centers, Table 23. It can be seen that more children attended Programs 5 and 7, perhaps partly a function of the quality of instruction provided by the trained nursery education teacher at 5 and resourceful paraprofessional at 7.

TABLE 23

Attendance: Children of Participants

Program	Under 1 Yr.	1-2 Yrs.	3-4 Yrs	5 Yrs.
1	61	78	205	221
2	*			
3	32	64	27	53
4	123	173	164	111
5	268	391	1332	0
6	21	50	141	17
7	35	263	263	326
8	58	454	500	215
9	*			
10	14	130	184	102
T	612	1603	2816	1045

* No child care available

Discussion: Progress of Professional Staff toward Program Objectives

Teachers came to the program from widely varied backgrounds,

depending on the supply of trained persons willing to commit themselves to so tentative a program and somewhat on the philosophy of the project director regarding qualities needed for instructors in the informal program. Most of the teachers were homemakers entering the job market after 16 or more years. The maturity of the teachers doubtless contributed to the rapport so obvious between teacher and S but two of the strongest programs were taught either solely by a young person (Program 7) or included young teachers on the professional staff (Program 5).

Few teachers had much teaching experience prior to employment in the center program. That experience included public school teaching, extension, social work, volunteer work with girls' clubs or 4-H. While not always currently certified, in all 10 centers teachers had home economics degress or near-degree. In Programs 6 and 9, however, responsibility for most of the instruction was assumed by a paraprofessional with just a few hours of college work and a professionally trained dressmaker who had run her own shop for many years. Programs 5 and 10 employed several home economists wishing to work only parttime. This approach seemed to work especially well as teachers supported each other and ideas were shared and expanded beyond the sum of the parts.

The review of literature had indicated need for professionals who better understood the needs and interests of their Ss, but such was not the case in the consumer-homemaking program. The close communication and trust evidenced between teacher and indigenous aide contributed substantially to the understanding. The setting of priorities, also called for in the literature, had to be recognized as a problem in those centers where so much time was spent on clothing construction. Despite recognition of the importance of clothing as a basic need, centers were urged to expand offerings beyond sewing both because other needs were so obvious and because the consumer-homemaking program could hardly be justified as purely sewing since sewing classes were readily available in most traditional adult education programs. Much effort was made by centers to make topics other than sewing interesting enough to attract participation. The Ss often had little idea of what home economics had to offer beyond the highly visible clothing and foods areas. Use of interest surveys was encouraged and, when used, Ss typically were interested in all or most of the subject areas of home economics. The research team received the impression that busy teachers were allowing their energies to be consumed by the demanding sewing instruction and were not always setting appropriate priorities, as charged by the evaluation of OEO programs.

The best way to overcome the problem of a sewing-dominated program seemed to be to employ a paraprofessional highly skilled in clothing construction to free the teacher for instruction in other areas. Researchers recognized that skills--crafts, sewing, refinishing furniture--consumed many more hours than cognitive subject areas more economically delivered time-wise: health, consumer education, nutrition. Teachers insisted that much incidental

teaching occurred over the needle and crochet hook, especially in relationships and consumer education, and there is some evidence to support this position but not as much as had been expected.

Teachers showed varying propensities and abilities for completing rating scales and supplying critical incidents, most powerful evidences of learning, but overall were conscientious and caring about collecting these evidences and insightful in interpreting them. Examination of critical incidents shows teachers usually carried through indicated followup.

Use of resources was significant from several angles: first, the dearth of anything printed which was suitable for adults who could not or did not care to read and second, the limited effectiveness of such materials. Also important was acknowledgement of the proven worth of a variety of activities--especially use of knowledgeable resource persons and field trips--for increasing attendance and S satisfaction. Teachers generally recognized the efficacy of visual presentations, demonstrations with actual product or project samples, and use of the market place as the classroom. They tended to cooperate with and take full advantage of other community agencies, serving often as the needed catalyst for coordination of splintered programs for the low-income. Probably one of the biggest successes of the program was this cooperation with other, sometimes suspicious, agencies as consumer-homemaking provided needed audiences for services and offered to supplement the instruction of other agencies--almost always having a narrow focus such as health or job training rather than meeting broader needs. Only Community Action Programs also looked at the whole person or family and then in terms of referral to appropriate sources of help rather than teaching on the spot. The extension approach, whether the regulation program or Expanded Nutrition Education Program (ENEP), worked through lay people or aides; consumer-homemaking was able to provide direct instruction by a professional home economist. Joint teaching which teamed professional home economist with Adult Basic Education instructor, English-as-a-Second Language specialist, or ENEP aide--while not so evident in the 10 centers in the sample--was known to be the modus operandi in other consumer-homemaking programs, usually the newer programs in the same city from which the older center had been selected for the sample.

Because of the informality of the program, the need to allow Ss a choice of activities and the investment in the professional as the chief program resource, the use of the teachable moment provides an important measure of teacher competence. Clearest evidence was shown here that the teacher must be a well-trained home economist if she were to maximize the opportunity for incidental learning. The best intentions in the world, rapport with Ss, and willingness to seek out help on questions that arose could not replace the instant response of the professional home economist.

Observers on random visits took special note of preparation that had been made for the day as a measure of quality of instruction. Clothing construction requires little daily preparation so

kinds of preparation give a clear indication of program breadth. Scheduled do-your-own-thing periods or days, so popular and essential at all centers, accounted for some apparent lack of preparation for the day other than having routine supplies on hand.

Feeling was unanimous among researchers that one of the greatest opportunities of the consumer-homemaking program was being lost when care of children of Ss was custodial rather than educational. This program weakness had also been reported in the Donavan (1970) study.

Processes and Facilities

Nature of Program Attendance

Attendance Pattern: Population. Crucial to program success was the willingness of target people to participate in program sessions. Factors that had to be overcome were apathy toward any educational program, absence of a sense of urgency since no attendance requirements were set or credential earned, and payment for attendance at some of the other special programs for the poor.

More than 3,000 different men and women were reached by the 10 programs included in the study. (Thirty-nine fulltime and 17 parttime adult consumer-homemaking education programs operated in New York during FY 1972.) Average daily attendance (ADA) was relatively low for all the centers (Table 24). Total days' operation of each center was used in establishing the ADA and included some half-days, days when staff conferences were held, and the like. Each S was counted just once for any particular day, regardless of length of session or return for evening classes.

Examination of Table 24 shows Programs 1 and 2--representing the two largest cities in the state--operated the greatest number of days during the 9-month study, in keeping with guidelines that programs should be available to the target population through weekends and school vacation periods. Figures are conservative since records tended to be sketchily kept, especially at the busiest times or during special events attracting larger than usual participation. Some data were not included in Table 24 because in their extremity they obscured the growth pattern of the day-to-day center program, which was the purpose of the table. Examples are the 202 persons reached through a single outreach presentation given by Program 10 and the more than 350 persons who attended a special event at Program 1. More-complete data, but probably still

TABLE 24

Average Daily Attendance at 10 Adult Consumer-Homemaking Centers

Program	O*	N	D	J	F	M	A	M	J	Total Days
1	10.7	12.9	11.3	11.8	19.3	18.6	25.5	17.7	20.8	
	(19)**	(18)	(15)	(24)	(23)	(24)	(17)	(26)	(25)	191
2	15.6	5.8	7.4	10.7	7.8	9.1	6.8	21.2	22.1	
	(18)	(20)	(21)	(25)	(20)	(20)	(18)	(26)	(26)	194
3	18.8	14.7	13.3	8.9	12.6	6.0	9.8	11.3	8.2	
	(4)	(6)	(6)	(8)	(9)	(9)	(8)	(9)	(5)	64
4	9.9	11.5	9.9	5.3	9.8	9.0	5.0	7.6	6.2	
	(18)	(20)	(16)	(18)	(19)	(21)	(15)	(19)	(17)	163
5	11.5	13.4	20.3	18.5	16.4	20.1	18.3	23.0	17.6	
	(19)	(20)	(16)	(20)	(16)	(21)	(15)	(22)	(17)	166
6	9.7	9.9	5.9	5.8	4.5	5.9	5.5	5.3	9.2	
	(12)	(16)	(10)	(8)	(13)	(14)	(4)	(14)	(6)	97
7	16.1	15.6	10.1	9.5	11.0	11.8	13.8	15.9	11.5	
	(21)	(20)	(15)	(18)	(17)	(22)	(15)	(21)	(21)	170
8	10.8	11.7	11.3	9.1	8.7	9.1	12.0	16.4	13.3	
	(17)	(17)	(11)	(21)	(19)	(17)	(12)	(21)	(12)	147
9	13.4	15.7	12.4	17.3	18.5	16.3	24.9	20.0	19.0	
	(18)	(18)	(17)	(21)	(20)	(22)	(20)	(21)	(19)	176
10	6.4	7.0	4.7	9.2	9.6	18.3	4.8	6.8	10.1	
	(18)	(18)	(15)	(20)	(16)	(21)	(15)	(21)	(17)	161
Mean	12.3	11.8	10.6	10.6	11.8	12.4	12.6	14.5	13.8	

* October
** Days Operated

conservative as far as nebulous contacts with the program were concerned, appear in Table 25.

TABLE 25

Attendance Pattern: Population

Program	O-J FY 1972		FY 1971		Ss in Regular Programs who Attended Only Once			
	Total	Regular	Total	Regular	Total	M/J	M/A	O-M
1	834	335C 149RO	774	508	123C 64RO	27 26	15 7	81 31
2	*	151**	500	300	40		5	35
3	962	105	1178		63	13	3	47
4	178	178	365	135	83	31	24	28
5	346	249	90	56	80	41	15	24
6	170	152	35	32	53	not relevant		
7	*	470	752	178	238	82	44	112
8	262	208	75	49	81	39	5	37
9	*	548	300	263	239	85	15	139
10	297	95	100	55	25	6	3	16

Key:

Total: Total number of different persons served, including outreach
Regular: Daily center program
C = Center
RO = Regularly scheduled outreach classes
FY = Fiscal year
O-J = October-June
* = City-wide outreach not included in evaluation
** = Figures are incomplete

Analysis of total attendance records indicated an attrition of approximately half the participants. Understanding of the fluidity of the target population is needed in order to appreciate fully the constant recruitment of new Ss required to maintain the status quo, let alone the growth rate. Overall, however, the programs as a whole did grow, with a mean gain of 2.1 in ADA for the 10 programs in the study (Figure 1). The growth curve reflects special fall promotion activities, the diminution caused by Christmas holidays and bad weather, and special spring fashion shows and the like. Since attendance records showed so many persons attending only once, analysis was made of reasons for such limited participation. Table 25 outlines the proportions of the phenomenon. Those persons who attended prior to March probably could not be expected to return. According to attendance patterns

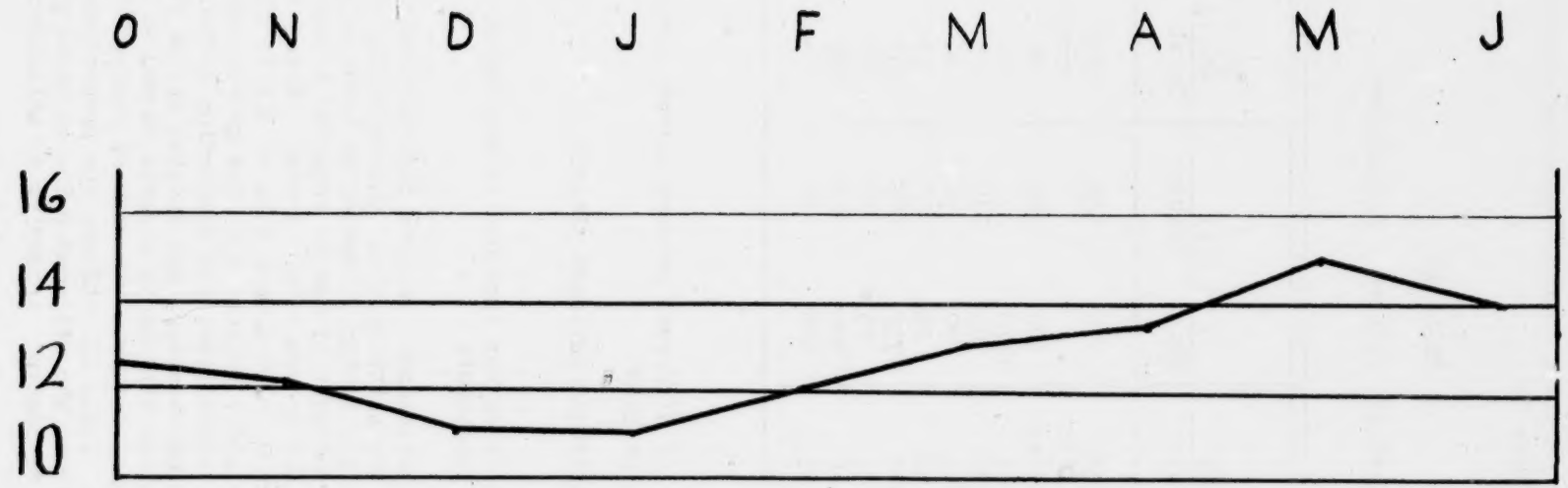

FIGURE 1 - GROWTH CURVE FOR AVERAGE DAILY ATTENDANCE

visible in day-to-day records, those Ss attending as late as March or April could well be viable participants. Persons new to the program in May or June of the study could be expected to continue. Teachers were asked, on the Monthly Summary Attendance Report, to give reasons for lack of attendance if known. The most common reason given (n=57) for one-time attendance, where names had been recorded at all, was participation in single-event meetings held at the center for a specific group--perhaps a class of nurse aides interested in nutrition. Others were described as new, participants in a single event outreach program, or students from other classes in the community education center invited in to hear a special resource person--all mentioned about 30 times each. Reasons for one-time attendance given less often, 15 times each, were moving from the area or identification of Ss as out-of-town visitors, guests of Ss, or persons who were working and unable to attend regularly but who had shown interest in the program. A few were listed as drop-ins needing help with a special problem. Some had new babies or severe illness in the family.

In many cases teachers did not know, or did not indicate, why persons had attended once and not returned. The initial impression is that many people were attracted to the program but did not find enough of what they expected to return. Sample data, reported below, do not confirm the impression. However, it seems evident that much more effort must be made to indicate to new Ss the scope of the program and even more attempts than are currently made to follow up potential participants. Admittedly, followup is difficult when some Ss are fearful of giving names and addresses--sometimes verbalized as fear that they might lose welfare if they attended the program--to the extent even of signing registers as "Mrs. X."

All programs showed marked gains in attendance for the 9 months of the study over the number recorded during the 12-month reporting period for FY 1971. Data for Program 2 are incomplete since--through a misunderstanding--evening attendance records were not submitted until late in the study although evening classes served Ss in this program throughout most of the study period. Further, FY 1971 figures for Programs 1 and 2, contrary to instructions, were reported in the standard adult education format where a S who attended a combination of evening, morning or afternoon sessions in any one day was counted several times rather than once as in the tabulation for the present study.

Programs 5, 6, and 8 made especially dramatic gains in attendance over the preceding year. Programs 7, 9, and 10 are also noteworthy in this respect.

Average daily attendance for the months of October and November was compared with the average for May and June (Table 26). Four of the 10 individual programs actually had a lower ADA in May-June than in October-November. Six programs showed attendance gains of from 126 to 201% when comparisons were made at the beginning of the

program year and at the end of the test period. Gains in Programs 1 and 2 reflect the addition of major outreach or evening programs. Program 2 was the newest of the 10 programs in the sample because of delay in working through the administrative superstructure in the large city and the attendance pattern mirrors some growing pains. Outreach also played a part in the gain in Program 5, along with steady growth of the basic program. Gains in Program 8 resulted from addition of both evening hours and outreach made possible by the staff addition of a second professional. Earlier the program was plagued by construction of a bridge ramp off a high speed highway incredibly built right through the middle of the high-rise housing complex and isolating the building in which the program was held. Program 9 and 10 gains are attributed to steady growth, although Program 10 suffered a temporary setback in April when the single Spanish-speaking aide was called to Puerto Rico by death in the family. The teachers were left with no means of communication with their non-English speaking Ss since no arrangements were made for a substitute translator.

TABLE 26

Increase in Attendance at 10 Centers over Period of Study

Program	October/ November Mean	May/June Mean	% Gain	Rank
1	11.8	19.3	163.1	2
2	10.75	21.65	201	1
3	16.75	9.75	58	10
4	10.7	6.9	64	9
5	12.45	20.3	163.05	3
6	9.8	7.25	73.9	8
7	15.85	13.7	86	7
8	11.25	14.85	132	5
9	14.55	19.5	134	4
10	6.7	8.45	126	6

Staff difficulties probably contributed to drops in ADA in programs 3, 4 and 6. In Program 3 an aide was dismissed because of erratic behavior. In retaliation she threatened the community and the staff with witchcraft, an effective deterrent for some of the superstitious Ss. The teacher in Program 4 was hospitalized and her temporary substitute was unable to maintain attendance. Program 6 was disturbed by staff morale problems as roles of professional and highly-competent paraprofessionals became diffused. June mean attendance figures were probably higher than indicated since with the onslaught of Hurricane Agnes priorities shifted from record-keeping to coping with flood waters. The decline in

Program 7 is probably an artifact caused by end-of-fiscal year wind-down activities.

All programs were affected by drastic cutbacks suddenly ordered in FY 1973 budgets due to uncertainties of funding. The cutbacks required, in some cases, summer closing or other curtailing of hours of operation--all reflected in June attendance.

Attendance records kept by the research team during random visits to centers confirm the low ADA reported. The numbers recorded by the research team were related to the basic program for the most part since visits rarely coincided with outreach activities. Numbers observed during random visits ranged as follows:

Program	Range
1	1-18
2	3-12
3	2-7
4	1-19
5	13-58
6	2-15
7	3-15
8	4-19
9	4-26
10	3-18

The median figure was 8, mirroring the findings for both the Lazar (1967) and Minnesota (1969) studies of programs similar to the consumer-homemaking centers of the present study. In all but Program 5, as few as 1-4 Ss were observed on some days. The smallest number observed at Program 5 for any day was 13. The highest number of participants at a center were also observed at Program 5. Programs whose observed attendance was above the median were 5 and 9; those at or near the median were 1, 7, 8, and 10. Those which, according to random observation, had attendance less than the median were Programs 2, 3, 4, and 6.

Attendance Pattern: Sample. Table 27 outlines the attendance pattern for the sample. Average length of session was found to be longer than the usual 2-hour adult education session span, ranging from 1.89 hours at the rural program to 4.65 hours in Program 4 where Ss tended to come and stay all day. Inspection of the range of attendance points to a pattern for all centers where some Ss attended nearly every session and others came once or twice and never again. The zero attendance evident in Program 3 relates to the selection for the sample of some Ss contacted through the outreach thrust primary to the program. The Ss accepted instruction during home visits but never did attend the limited program offerings held in the headquarters storefront. The range is small for Program 6 since the total number of programs offered at each site was small as the mobile unit moved about the county. Median attendance for the 10 centers varied from 1 at the storefront with limited "Mothers' Club" meetings to 57.5 at the program found to

TABLE 27

Attendance Pattern: Sample

Program	n	ALS	MTA	Range	VES	LP	Reason for Leaving							
							New Job	Work Hrs.	Ed	Moved	OI	SI	Un	Other
1	10	2.64	20.5	5-71	2	8	4		3			1		
2	14	2.41	23	3-138	4	10	2		3	1		1		3
3	9	2.32	1	0-40	2	7	1			2				4
4	10	4.65	39	6-73	7	3	1			1			1	
5	10	2.94	57.5	3-135	7	3	1				2			
6	10	1.89	5.5	4-10	6	4	1	2		1				
7	14	2.22	9	2-122	6	8		2		4	2			
8	8	2.88	17.5	5-88	5	3	2					1		
9	13	2.92	13	1-105	3	10		1			6	3		
10	10	3.05	14.5	1-114	2	8			1	2			3	2

Key:

ALS = Average Length of Session
MTA = Median Times Attended
VES = Viable at End of Study
LP = Left Program
Ed = Further Education
OI = Over-Income
SI = Severe Illness
Un = Unknown

rank first on the Index of Program Effectiveness. Program 4, limited though it was in total attendance, obviously had considerable impact on those who did attend. The high median is probably influenced by the concentration on sewing at that center, a skill requiring many hours. Program 7, ranking high on the Index, had a relatively low median attendance which does not necessarily indicate less impact, since in this program there was less emphasis on skill acquisition and much on highly-competent resource persons and other especially salient learning experiences.

At the conclusion of the study 44 of the 108 Ss in the random sample indicated through interview responses or attendance records that they were still viable students of the program. "Viable" was defined as having attended as late as May or June. Reasons for leaving the program were to start work (n=12) or because work schedule interfered (n=5), moved from area (n=11), or enrolled in more-formal educational training programs (n=7). Ten Ss who were apparently over-income left the program because, according to interview responses, they felt out of place or had achieved limited objectives such as learning to use a sewing machine. Six Ss left, perhaps temporarily, because of a new baby, broken ankle or severe health emergency such as heart surgery for a child or an auto accident in the family. Four Ss left for unknown reasons, including the fact that the S herself was not remembered. Five of the Ss required child care in centers which did not offer this service at the time of the study. One S lost her means of transportation crosstown. Thus attrition of the sample was not seemingly related to dissatisfaction with the program. Pursuit of further education and enhancement of employability were surely implied objectives of the program and staff rejoiced in the movement of Ss into jobs and training programs, not as a convenience for the taxpayer but as a means of improving the quality of life for the S--the purpose of the consumer-homemaking program. Over-income Ss were not actively recruited but were not turned away since they could be accommodated without strain and helped to prevent stereotyping of the centers as poverty programs. Four Ss became part of the random sample when they were reached through the home visits which were the major emphasis of one city, and did not attend the center program during the period of the study.

Extent to Which Target Population was Represented in Attendees. A major concern of researchers, at the start of the study, was the capacity of the consumer-homemaking program to attract the population for whom it was intended. As a consequence the Record of Observation (see Appendix) provided space for entering evidence that Ss were members of the target group. Teacher interviews, home visits, and demographic data confirmed that most Ss were indeed target population. Information from observational forms and teacher interviews concerning participant disadvantagement included:

Program 1

From Observations: Observers reported 7 times that Ss did not appear to be low-income. Clothing in need

of repair was noted 4 times and conversations overheard regarding life circumstances related to poverty, 3 times.

From Teacher Interview: Less than one-quarter were from the lowest income levels. Rest were low-income or slightly above. Most came from immediate neighborhood (a pocket of extreme poverty) but some came from a larger area, partly drawn by educational activities of the community center of which the consumer-homemaking program was one part.

Program 2

From Observations: Ss lived in housing project or immediate impoverished neighborhood. Many were Spanish-speaking. Conversations were overheard regarding typical problems of the poor: fraudulent contracts, troubles with landlord, prowlers at night and calling for help, welfare checks, atypical family circumstances. Home visits for post-interviewing further confirmed extreme poverty.

Program 3

From Observations: Indications of poverty included obesity, illiteracy in both Spanish and English, appearance of clothing, unkempt children, problems with stretching welfare checks, home visits in dilapidated housing.

From Teacher Interview: Ninety-nine % were target people; most were on welfare. They lived in the impoverished neighborhood. The problems they spoke of and for which they sought help were further proof. The 1% who were not target people came from farther away.

Program 4

From Observations: Ss were generally well-dressed and well-groomed and doubtless some were disadvantaged by race rather than income. There were evidences usually associated with poverty, however: obesity, front teeth missing, unkempt hair, one-parent families, use of physical punishment on children, over-heard conversations regarding problems with landlords or welfare. An aide from the target area spoke of the stabbing death of her Vietnam veteran son.

Program 5

From Observations: Observers never doubted that most Ss in this program were low-income. Condition of teeth, hair, clothing, children were indicators along with use of the English language. Over-heard conversations about lack of money, retarded children, problems with welfare, alcoholic husbands, large families, general life styles were indicative. Twice Ss were reported as seeming retarded; one was referred by a public health nurse.

From Teacher Interview: Ninety % were target group, with judgment based on evidences listed above, home visits, referral by social agencies, expressions of ideas and values.

Program 6

From Observations: Ss in this program were observed as ranging from typical rural working class or young married women from a trailer court to the poorest of the poor. Some Ss were obviously retarded themselves and their children were retarded. Homes were dilapidated; one lived in a converted chicken coop and another had lived alone in an old car for an extended period. One woman had been purchased by her husband for $100 and a pair of boots. The usual indicators of obesity, missing teeth, ragged clothing, use of English, and over-heard conversations about problems with food stamps and bedbugs and fleas were present.

From Teacher Interview: Three-fourths were target population, as determined through home visits, use of resources, life styles. The remainder had more self-confidence and their conversation revealed a better use of resources.

Program 7

From Observations: Observers had the impression Ss in this program were from generally higher income levels than some other centers. The usual indicators were present, however, of worn clothing, accompaniment to program by social worker, use of language characterized by frowned-upon grammar and liberal profanities. Overheard conversations referred

to difficulties stretching dollars, husbands laid off from work, jobs as domestics.

From Teacher Interview: 25 to 35% not target group; others were identified by this social worker-home economist as low-income through condition of teeth, problems they spoke about and for which they sought help, unattended cuts and abrasions, neglected-looking children, bruises and welts on person including children. The other quarter were considered higher income because of extent to which they knew their community, diet, kinds of problems, how well they communicated, what they bought or planned to buy, and their propensity for demanding more of the teacher's time and attention than target people did.

Program 8

From Observations: No observer doubted that program participants in this center were target people. Most Ss lived in the building which housed the program. Conversations related to welfare, lack of money, trouble with police, being evicted. Surface evidences were obesity, grooming, accompaniment by social worker, clothing, problems with school authorities: "My kids didn't feel like going to school today so they're home" and "The teacher called my son stupid and wrote it on his homework paper."

From Teacher Interview: One hundred % were target population. All lived in the project or immediate neighborhood. When income rose, people moved.

Program 9

From Observations: Male Ss handicapped or in WIN program, halting English, appearance of clothing, enrollment in other training programs for the low-income, employment as domestics. Some seemed disadvantaged more by race than income.

From Teacher Interview: Seventy-five % were judged to be target people because of attendance in other programs at the center, living in low-income housing project for the aged, being on welfare, no cars, poor housing, lacking ability to speak English. Other 25% "may not need us but we need them," volunteers who helped with field trips, typing, and the like.

Program 10

From Observations: Ss could not speak fluent English. Nearly all lived in immediate impoverished neighborhood, "The Hollow." Missing teeth and worn clothing provided other indications, as well as conversations overheard or translated mentioning problems with welfare, with dropping out of school and marrying at 13 years of age.

From Teacher Interview: Ninety % were target population, with judgment based on educational background, mode of dress, associations in the community. Ninety % were also described as on welfare and/or receiving food stamps.

Procedures Enhancing Attendance

Program Offerings. Those program sessions which had attracted participation above the ADA for the month were looked at in an effort to identify factors increasing attendance. By far the most effective total attendance builders were scheduled center evening hours and outreach presentations to groups meeting outside the center. Table 28 delineates the effect of resource persons, field trips and other program enrichment on attendance. Programs were able to exceed their own mean attendance by extended hours and outreach, special features, and maintenance of a daily program which was consistently richly varied.

As part of the inspection of daily program records those features which had attracted eight or more Ss were noted. Examples for each center can be found in the Appendix of kinds of activities which attracted participation by eight or more persons.

Field trips and resource persons usually attracted groups of more than eight. Special events often attracted very large numbers.

Recruitment. Teachers, in the post-interview, listed as most-successful recruiting methods: "word-of-mouth" by satisfied Ss, door-to-door visits, outreach presentations, referral by other agencies, open house, exhibits at shopping plazas, local news media, monthly calendars of activities mailed to each S, flyers and posters. Regular staff members, rather than special neighborhood aides, were found to be the most effective door-to-door recruiters since they could better interpret the program and provided a familiar face when the new Ss attended the center.

Participants were asked, in the pre-interview, how they had come to know about the program. Thirty-eight were recruited by other Ss, 16 through school calendars or counselors or adult education brochures, 16 through home visits by teacher or staff, and 12 were referred by agencies such as Social Services or the unemployment

TABLE 28

Number of Days for Which Attendance was Above the Center Mean for the Month

Program	Feature	O	N	D	J	F	M	A	M	J
1	Evening Hours Added	6	8	3	8	11	9	8	10	8
	Field Trip									1
	Special Event	1		1				1		1
	Sewing		2							
	Teens				3		3	1	2	1
2	Varied Regular Program	8	12	10	15	7	NA	9	14	18
	Sewing							1		
3	Varied Regular Program	2	1	2			NA			
	Outreach	3	2		2	2		1	2	1
	Special Event									1
4	Varied Regular Program	4	4	3	2	3	2	8		NA
	Resource Person	3				2		1		
	Field Trip	3		1			1			
	Special Event		1	1			2		1	
	Sewing				3					
5	Evening Hours Added	6	3	3	4	2	3	2	3	1
	Regular Varied Program	3	2	1	3	3	1	1	1	1
	Field Trip		1		2				2	1
	Special Event		2	4	2	1	4			
	Resource Person							3		2
6	2 sessions, 2 locations	5	5	5	5	3	2	2	1	3
	Half day, 1 location					1	1		4	
	Regular + Outreach	1								1
7	Evening Hours Added	4	3	1	4	3	4	3	4	5
	Special Event	1	1	1						
	Resource Person	1	1	3	2	2	1	2	2	2
	Varied Regular Program		1		1	1	2		1	
	Field Trip					2				
8	Outreach						2	2	2	
	Special Event				1				1	
	Evening Hours Added	4	1	1	1			1	1	2
	Resource Person	3	2	1	2	3	2		1	1
	Field Trip		1	1	1				1	
	Varied Regular Program	1	3	1	1	5	2	2		1
9	Sewing			1						
	Evening Hours Added	8	3	2	7	8	8	2	9	7
	Special Event		2	4		2	1		1	2
	Resource Person		2		4					
	Field Trip			2						
10	Field Trip				1	1	2		1	
	Varied Regular Program	4	6	4	4	5	6	8	9	
	Resource Person	3	1		1	2	2	1		
	Special Event		2	2			1			2

Key:

NA = Not Available

office. Ten housing project residents learned about the program from flyers placed under their doors, posters or the Tenants' Association. Area clergymen referred two persons and salespeople in downtown stores, two. Five Ss were recruited by flyers in grocery store, newspaper article or television program. Three learned about the program from presentations made by the consumer-homemaking teacher to adult education classes in which the Ss were enrolled.

Examination of recruiter records showed how discouraging efforts at door-to-door recruiting were. Names on the recruiter records rarely showed up on attendance rosters.

In early days of the program the hours were usually 9:00 to 3:00, 5 days a week, and attendance figures reflected the delimiting effects. When expanded to include evening and weekend hours the program was opened to the employed poor as well as welfare mothers and other homemakers free to attend in the daytime. Expansion of hours sometimes took considerable persuasion because of the dangerous neighborhoods in which centers were located. Centers were, however, surprisingly free of burglary or vandalism--hopefully evidence that neighborhood people saw the program as truly their own.

Referral from other agencies boosted attendance as did proximity to other educational programs. Well-meaning newspaper reporters sometimes sabotaged the program by bannering articles about the centers as new programs for the "disadvantaged," forgetting that poor people read newspapers too. Programs 5 and 6 were particularly set back by such publicity as proud people refused to be labeled.

Spanish-speaking aides were essential for serving the non-English speaking audience. Otherwise, no effect is shown by attendance records whether teacher was black, white, Spanish--regardless of audience--although such had sometimes been hinted. Probably an unsung success of the program was the strengthening of racial relationships at all levels--professional, aide, participant.

Outreach. Two of the 10 programs in the study were almost totally outreach, the rural program which served a county in Appalachia from its well-equipped mobile unit and one urban program which served its section of the city through home "parties" (consumer education lessons for small groups of neighbors and friends), demonstrations in laundromats, and in cooperation with other agencies such as the Ibero-American League and Model Cities.

All of the 10 programs in the study had outreach aspects, where center staff made presentations either on an occasional or regularly-scheduled basis to organized groups such as students in ABE classes, Senior Citizens, OEO multi-service centers. In addition to providing a means for reaching more of the target population, the outreach aspect of adult consumer-homemaking programs encouraged and facilitated full cooperation with other agencies serving the low-income.

The problem of a program changing in mid-research was met head on in the current study in the outreach dimension. Outreach was originally promoted as a means for reaching more people and justification of the large staff, with expectation a staff member might be freed in lax times to prepare or make a presentation to a group meeting outside the center. In practice, unless there were several professionals on the staff, outreach was carried on in the city by a part- or fulltime professional hired expressly for that job. Outreach in each center developed as follows:

Program 1: A fulltime outreach teacher operated from the center to serve the southeast sector of the city, with meetings regularly scheduled wherever space was available in a school facility, the only facilities approved by the Board of Education. Sessions met in school storerooms, gymnasiums, basements, as well as in community education centers.

Program 2: Outreach was reported especially successful in the huge city despite eight centers and concentrated population as Ss were described as unwilling to cross the street to a walk-in center but would attend an outreach presentation in their own building.

Program 3: This program was largely outreach in nature and sparked the idea for expanded outreach throughout the state, with reservations. Outreach in Program 3 tended to be conducted by aides and in home visits, although also serving larger established groups such as Ibero-American League. That conception of outreach--meeting with larger groups--was most favored by state guidelines.

Program 4: No true outreach was carried on from this center at the time of the study although the center staff regarded as outreach special presentations widely advertised and actively recruited for, an attitude partly justified by the especially fine consumer-homemaking facility in the small community.

Program 5: The optimum facilities and large, trained staff led to the decision to provide transportation for residents in a cross-town low-income project rather than start another center there. A bus made regular stops for a period of several weeks to pick up Ss; but when absolutely no one used the bus, the service was discontinued and plans made to carry twice-weekly outreach presentations to the project. The explanation given for failure of the bus to facilitate attendance at the home center was that Ss were not used to meeting any kind of a time schedule and just couldn't get to the bus on time.

Program 6: The program was total outreach with its own system of remaining in a depressed area for a half-day for 10

or 12 weeks and then moving on.

Program 7: The city had a separate, extensive outreach program serving the entire city which proved to be extremely successful in working with other agencies.

Program 8: The addition of a second teacher in this program allowed both addition of evening hours and outreach toward the end of the study. The teachers found it difficult to get cooperation from other agencies but limited entree was gained to other housing projects.

Program 9: The project director provided limited outreach during the study. A fulltime home economist was later hired to conduct a city-wide outreach program.

Program 10: Teachers reported that repeated outreach attempts were rebuffed. Other agencies in the neighborhood simply would not cooperate. Teachers said it was too dangerous to meet in neighborhood homes.

According to their interview responses teachers in all programs endorsed the outreach aspect of the program. A teacher in the center in Program 1 thought it was good to continue outreach efforts. She said Ss were attracted to the walk-in center and outreach complemented center services. The Program 3 teacher reported attendance as high as 40-50 at outreach presentations. Programs 4, 5, and 10 all planned expanded outreach.

Teachers in Programs 7 and 9 planned outreach activities from their centers to add to the efforts of the fulltime outreach teacher in their cities. The teacher in Program 9 planned morning programs twice a week at a housing project for the aged. The teacher in Program 7 had conducted 11 outreach programs for parent groups and OEO and 6 home visits were made to help with projects started at the center.

Teaching Methods

Appropriateness of teaching methods did not become part of the Index of Program Effectiveness since methods used were universally effective. The exception was letting Ss become overly-dependent on the teacher through reliance on one-to-one instruction in sewing when small group techniques were desirable so that Ss did not have to wait so long for help. Teaching methods considered by the teachers themselves as being most acceptable to Ss were, in rank order: individual help; demonstrations by staff or Ss; field trips; informal discussion; and--all equally ranked--laboratory, visuals, and small group work. Teachers also found resource speakers effective. They suggested including participant input whenever possible and dealing concretely with what was taught: showing rather than telling and doing things with Ss, not for them.

The Program 1 teacher said lectures and group demonstrations were totally unacceptable to the Ss. Rather, the teacher catered to what Ss wanted to know at the time they wanted to know it. Table 29 summarizes the teaching methods observed during random visits. Teaching methods ranked according to frequency observed were individual help, demonstration, visuals such as movie or transparencies or use of flannel board, informal discussion, laboratory activities such as practicing household repairs or preparing a low-cost luncheon, and lecture.

Because of the accent on consumer education occasioned by passage of the 1968 Amendments, teachers were asked how they provided special help with gaining consumer skills. Learning experiences reported were: use of knowledgeable resource persons, much incidental teaching in discussion and during demonstrations, development of bilingual materials, conducting a marketing survey, comparative shopping trips and other field trips to the market place, family spending workshops, providing information on consumer rights, and comparison of costs of making versus buying products.

Program 7 had special programs on consumer education, at least three a month, with some at night so men could attend. Program 9 scheduled consumer buying classes once a week. Program 8 did not teach consumer education through advertised programs, because Ss were turned off by the concepts "consumer," "budget," "managing money" since they felt their income was simply too limited to budget. The teacher provided consumer education through informal teaching sandwiched in accepted activities.

Teachers were also asked how they helped Ss toward independence so that learnings could be successfully applied at home. Two said this was not a problem. Others mentioned: including Ss in the program planning, teaching independence in sewing skills, involving Ss actively, not doing things for them, encouragement through commenting on progress, expecting Ss to make some progress on their own, visiting in homes and helping apply learning to own home, noting application to home situation during demonstrations in center, encouraging tryouts at home and asking questions regarding the application.

Use of Volunteer Help

Very little use was made of volunteer help, probably influenced by the fact that the program had funds for hiring paraprofessionals. Some volunteer help of the following kind was received: answering the phone, telephoning followup of Ss, help with recruitment, collecting donated fabrics and other materials, monthly mailings of calendars. The most significant contributions were made by volunteer resource persons, among whom were Ss who shared their talents teaching others to crochet, demonstrating a soul food dinner, and the like. Advisory committee members helped some, perhaps by serving as hostess for an open house. Volunteers also assisted with the teen groups in Program 1.

TABLE 29

Frequency of Teaching Methods Observed

in Consumer-Homemaking Centers

Program:	1	2	3	4	5	6	7	8	9	10	Totals
Individual help	16	11	4	11	9	6	15	9	12	13	106
Home Visit			4			1		2			7
Resource Person		1		1		1	1	1			5
Demonstration	5	4	1	5	5	4	7	4	3	6	44
Lecture/ Discussion	1	2		1	4		4	1			13
Visuals	3	3	5		1	7	1	5	1	1	27
Small Group Discussion	1			1	5	9	1	1		3	21
Field Trip				1	1			1			3
Consumer Phone								1			1
Laboratory	1		1	5	7		1	1			16

The use of volunteers could be crucial if federal funding ceased and local school districts tried to assume program costs. Because of the nature of the program volunteers could be expected to help, as they do in some of the parttime adult consumer-homemaking programs operating statewide. In those programs volunteers, who are usually members of church groups, phone Ss to remind them of sessions, provide transportation and assist with child care.

Use of Advisory Committee

Advisory committees rarely contributed as much to the programs as might have been expected. A teacher in Program 1 reported real help where the committee met three times a year and was composed of Ss, Extension home economist, teacher educators from a nearby college, and a representative of the Urban League. The teacher received much service, good suggestions and encouragement from Cooperative Extension; Ss indicated what they wanted from the program; and suggestions for recruitment and offers of help came from the college professors.

Advisory committees for several programs helped plan to meet needs of the people of the community, reviewed the proposal to be

presented to the State Education Department, made suggestions for materials and programs and followup of Ss but seem to have been only minimally supportive since some advisory committee members had never observed the local program.

Some advisory committees seemed to cause more problems than they solved. Monthly meetings of the advisory committee were too frequent, according to teacher interview responses. In some cases the committee used the meetings to impose restrictive policies, much criticism and little help, and pressures to hire unqualified staff and to remain satisfied with small numbers.

Researchers observed advisory committee meetings where hostility of representatives of other programs serving the low-income was poorly concealed. Resentment seemed to be caused by fact that most agency representatives were paraprofessionals rather than professionals such as the home economist. There also was evidence of jealousy regarding generous consumer-homemaking budgets. Sometimes advisory committee members pressured for the consumer-homemaking program to be cast in their own program image, using paraprofessionals only and resorting to referral rather than instruction.

Program 5 had a unique approach that seemed to serve the program well. All Ss were considered to be members of the advisory committee and were invited to monthly sessions where program suggestions were sought. The staff also met twice a year, fall and spring, with agencies interacting with consumer-homemaking.

One program did not have an advisory committee at all.

Overall, programs were seen as progressing in spite of, not because of, advisory committees. Where helpful, as in Program 1, the committee was very helpful. State guidelines for program development defined the responsibilities of the advisory committee as helping with recruitment, program planning, and evaluation. Hiring of staff was a right reserved to the school district, ultimately responsible for the program.

Other Agencies Operating In Neighborhood and Use Made of Them

The target area was often "swarming with agencies" as one teacher said: CAP neighborhood centers, girls' clubs, church programs for the low-income, ENEP, WIN, Senior Citizens programs, public health. Most programs were singular in nature; e.g., directed at one target group, offering instruction in only one subject area, or largely referral rather than instructional. The challenge was to tap the resources of the other agencies and find ways to cooperate with them and supplement their offerings. All centers used community services, with Programs 3 and 5 saying they used the resources of all agencies operating in their neighborhood. Agencies mentioned most often by teachers as being used were, in rank order: public health agencies, ENEP and Cooperative Extension, Consumer Protection Agency, and--all ranked equally--ABE, family planning, legal assistance, and Family and Children's

Services. Mentioned next--all at the same rank--were Social Services, Catholic Charities, Spanish groups, Police, Better Business Bureau, and Model Cities. Mentioned less often were child guidance center, YWCA, VISTA, Better Neighborhoods, Welfare Rights Organization, day care, cooperatives, Dairy Council, insurance agents, Vocational Rehabilitation, alcoholism information center, Salvation Army, CAPs,and Senior Citizens.

Operation of Program as Planned

When asked whether they helped prepare program objectives for the annual proposals submitted to the State Education Department for funding, most teachers said they had no input and no real knowledge of what was planned. One teacher had been asked for ideas for topics to teach but saw none of her suggestions in the proposal submitted and was particularly frustrated when needs to attract men to the program were not included. In Program 5 all staff were responsible for preparation of program objectives. Asked whether the program had operated as planned, responses to the teacher interview ranged from no knowledge of proposal, through operating as planned, to "better than expected" (Program 5).

In regard to costs, teachers had little idea of amounts budgeted, with the exception of Program 5 where all the staff helped plan for equipment and instructional needs. Sometimes teachers were given a food budget but otherwise seemed to have no idea of monies available for their instructional program. Administrators seemed excessively jealous of their prerogative to the point where a teacher remarked that one of her peers was put on probation for asking questions about the budget.

Teachers usually said no attempt had been made to use the program in undesirable ways, although in one case observers were present when militants took over the community education center of which the consumer-homemaking center was a part. The problem, however, was more easily resolved than those caused when poor choices were made in staff selection--in one case at the project director level and another involving paraprofessionals. Resultant weaknesses showed that the program could ill afford unqualified staff at any level. Where a federal programs administrator required political hiring of aides, the paraprofessionals expected the program to be handout-oriented and led the Ss to this expectation, according to the teacher. As a result, the program started with a dole pattern which was hard to change. Appointment in one program of an unqualified project director, accepted neither by staff nor Ss, led to poor staff morale. Sometimes efforts were made to divert consumer-homemaking funds to other programs, requiring enormous energies to be directed at preventing the takeover that should have gone instead into program development.

Facilities were generally functional as planned. Advantages of the walk-in centers were seen by teachers as being near target population, usually on bus line, close to other educational programs,

sometimes centered in a Model Cities area, often rent-free. Disadvantages were population moving away from neighborhood (Program 1), small size (Programs 3 and 9), and location in a dangerous neighborhood (all). Programs 9 and 10 were not able to hold sessions during school vacations and weekends since the building where they were housed was closed at those times. Transportation was difficult for Ss of Program 7 and Program 5 was located on the third floor. The mobile unit was satisfactory except in deep winter, when water froze and roads were treacherous. Asked about space limitations, half said they needed more space for child care including outdoor play areas. Next most needed was space for restoring furniture.

All centers, including the mobile unit, were equipped with at least one range, refrigerator-freezer, and sinks. Four had dishwashers; two relied on use of disposable plastic and paper products for table service. All had at least basic small kitchen appliances except Program 3. All programs had from four to eight sewing machines. Four centers had washers and dryers and a fifth had a washer alone.

Grooming centers were promoted in the early days of the program and as a result two centers had professional hair dryers; two had portable hair dryers. Three programs had a shower or tub available.

Nine centers had file cabinets and desks for record keeping. All had telephones as much for security as for ease of communication. The phones were also used more and more as Consumer Phones as Ss telephoned for information. Typewriters and audiovisual equipment were rarely funded, since in theory this equipment was available from the school. Because of the nature of the instructional program and impromptu need for the equipment, however, centers requested and were gradually being equipped with overhead, filmstrip, and movie projectors.

All but Programs 3, 6 and 10 had living areas varying from luxurious new to loaned or donated used furniture. The mobile unit had built-in benches which also provided storage space. Four centers had dining areas.

Use of television was frowned upon but two centers had sets, perhaps donated. All centers offering child care had playpens or cribs; four had child-sized furniture. Two centers had climbing equipment; only three had available a safe outdoor play area. Most had record players for children; all had puzzles, books, art supplies.

Most centers had portable equipment at hand for use in outreach presentations. Most used were portable sewing machines and small appliances for food demonstrations. Equipment needs for centers were cited as more sewing machines (Program 4) and power woodworking tools (Program 7).

The expectation had been that reference books would be readily available from school home economics departments. Some centers had a few references of their own. Most centers subscribed to consumer magazines. Pamphlets from Cooperative Extension and other agencies were the reference materials most relied upon.

Special problems encountered were pursued in the teacher interview. Problems were reiterated in areas already discussed: no share in proposal planning, staff problems, need for space and equipment. Record-keeping was observed to be a compelling problem in most centers. In one center the project director expected detailed lesson plans which professional staff found tedious and inappropriate. The regulation was later relaxed. In the same program the project director took from the center the copies of critical incidents leaving the staff with no record of cases they intended to follow up. Teachers found keeping records for the evaluation very time-consuming and were disappointed when little assistance from program coordinators was forthcoming.

Problems related to security were reported or observed in several programs. Two sewing machines were stolen from the outreach teacher's car in Program 1 but the problem was solved when she persuaded the principals in the schools involved to purchase machines for the local program. Shots were fired into the building housing Program 5. Faculty of the school housing Program 10 had to all leave at the same time for protection of the teachers.

Some Ss were afraid to enter the building housing Program 8. The Housing Authority requested that the consumer-homemaking program stay in the building, moved their security headquarters next door to the center and otherwise cooperated to keep the program in the troubled building.

Persistent problems observed by the research team were:

Program 1: Excessive turnover of staff.

Program 2: The fear Spanish-speaking Ss had of being interviewed or, even, of attending the program because they thought welfare officials would not approve. Also, programs offerings sometimes seemed to be too shallow to keep Ss interested.

Program 3: Need for more-varied program.

Program 4: No public transportation available.

Program 6: Inefficient use of staff. Teacher reported top administration wanted a small program held only on mobile unit rather than expanding into community facilities.

Program 7: Not enough staff for number of Ss served.

Program 8: Ill-qualified aides.

Program 9: Need for more-varied program.

Program 10: Language barrier.

Staff Development

Due to criticisms sometimes heard and questions raised regarding overstaffing of programs, researchers took particular notice during random visits of instances in which staff members were not fully occupied. In general, findings show teachers consistently occupied with a great variety of activities. Examples of kinds of activities professionals were engaged in are:

Administration:	Record keeping (for Cornell research study, local administration, State). Interviewing and hiring personnel, supervising student teachers from State University Colleges and NYC aides assigned to program, training aides, holding or attending staff conferences, meeting with advisory committee, contacting other agencies, ordering or buying supplies.
Instructional:	Arranging for field trips, resource persons. Answering Consumer Phone, preparing visual materials, individual counseling, leading discussions, presenting demonstrations, giving individual instruction in a multitude of areas, making home visits, referring Ss to needed services, preparing bulletin boards, preparing and making outreach presentations.
Recruitment:	Preparing newsletter, encouraging Ss to sign up for coming events, interpreting program to visitors and new participants, attending community meetings, making tv appearances and being interviewed and photographed for newspapers.
Planning:	Previewing films, selecting educational materials, preparing calendar of events.
Other:	Helping with clean-up and re-filing of materials.

Paraprofessionals were more likely to be observed in situations where they were not fully occupied, either because of lack of direction or initiative. Most paraprofessionals, however, assumed much responsibility for child care, instruction--particularly in clothing construction and crafts, planning, clean-up and anywhere else assistance was needed.

When personnel records were examined, it could be seen that the most-blatantly offending staff were no longer in the program. Still, the overall impression received was that in perhaps half of the programs personnel were not fully utilized. The criticism may be unfair; drop-in observers may have disrupted plans not verbalized, and the implication was that in half the centers the complex roles of paraprofessionals were satisfactorily filled and there was much evidence that staff personnel considered themselves tightly-knit teams. Few classroom teachers have had experience in supervising aides. Most lapses seemed to involve aides socializing with Ss. Aides have a certain hostess role in each center which lends itself to this excess unless specific plans are made, especially for the child care aide on those occasions when no children attend.

Despite the impression received by observers that aides were not fully occupied, when teachers were asked to describe the ideal staff for their centers, six said more paraprofessionals were needed whereas one suggested more professional staff.

In the final interview, teachers were asked about staff changes made during the period of the study. Eight of 10 programs had major changes in professional staff either during, at immediate close or soon after conclusion of the study. In six programs there were major changes in coordinator or project director during the study or soon after. Coordinators left because of dissatisfaction with administration of the program, marriage, illness, and in two cases when the position of city supervisor of home economics was abolished in economy moves.

Teachers left in 7 of the 10 programs when they were absorbed into more secure positions in the regular school system; because of illness, pregnancy, retirement, arbitrary replacement, elimination of parttime position because of budget cutbacks; became project coordinator of a larger, newly-developed consumer-homemaking program in another city. Six programs had changes in paraprofessional staff because of replacements, cuts in funding, illness, or desire of the aide to pursue college degree.

Inservice training for teachers was largely limited to annual 3-day institutes held at major universities in the state. Particularly emphasized were resources and methods for teaching consumer education, upgrading child care, development of learning packages, recruitment, understanding the low-income audience, and sharing of ideas. Local inservice for professionals was described by teachers in interviews as nonexistent for Programs 1, 4, 6, 9 and 10. Programs 3 and 8 had weekly staff meetings and Programs 5 and 7, monthly staff meetings. Program 3 used staff meetings to share ideas, work on development of teaching materials and hear resource speakers from the Housing Council, Model Cities, Cooperative Extension, utility companies and other agencies. Topics ranged from leadership and community relations to specific information on lead poisoning.

Teachers were asked, in interviews, whether they were able to

try out new ideas in their jobs. Most said they had as much freedom as they wanted or needed. Two had considerable freedom; one did not have as much freedom as she would have liked.

Teachers said they were sometimes surprised by the popularity of topics they had thought of limited interest: making wall plaques, first aid, Share-a-Poem, laundry, upholstery, house plants. Other surprises were the large attendance at a 13-week Family Life series (Program 7), the amount of money Ss could earn from hand-crafted items they'd learned to make (Program 6), and interest shown by senior citizens (Program 10).

Dissatisfaction was the norm regarding help teachers received from their superiors. Top administrators routinely handled fiscal accounting but rarely expedited purchase of needed items. Supervision was sometimes seen as aloof and critical and program directions unacceptable to Ss. Less often, the project director was seen as helpful and supportive. Teachers in Programs 5, 7 and 9 had some input in selection of staff.

Teachers had few comments to make regarding State administration of the program except for the distress caused by uncertainties of funding, desire for time and funds to visit other programs, need for more communication among centers and more inservice training.

All teachers said the program was worth while. Mentioned most often was the meeting of real needs. According to the teachers, Ss were satisfied and people learned. "People are helped who haven't been in a learning situation for a long time" (Program 1). The program was becoming known and trusted in the community. Other agencies were seeking the centers' help. All but one said their programs had improved over the preceding year. Teachers cited attendance by many more Ss--including more men, increased acceptance by community and better staff rapport, better organization, recruitment in more areas, better facilities, bigger staff. Two said they had learned from experience and were better teachers.

Asked how they would improve their programs, teachers referred once again to their desire to be included in preparation of the proposal, for more inservice education, time to develop curriculum materials, more outreach, better child care, more staff in order to reach more Ss.

Profile of a Successful Consumer-Homemaking Education Program

An Index of Program Effectiveness was developed in the study to identify the most effective individual programs and from which a profile of the successful consumer-homemaking program for low income adults could emerge. Centers were ranked on major Vs: descriptive rating scale gain scores, use of educational resources, teachable moments captured, quality of daily preparation, critical incidents, and percentage gain in attendance, Table 30. Gain scores on the

TABLE 30

Index of Program Effectiveness

Program	Rating Scale	Use of Resources	TMs	Quality of Preparation	CIs	Attendance Gain	Total	Rank on Index
1	7	7	6	7	3	2	32	5
2	10	6	8	5.5	10	1	40.5	8
3	3	4	5	8	5	10	35	6
4	9	9.5	9	5.5	8	9	50	10
5	1	3	2	3	4	3	16	1
6	8	8	1	2	2	8	29	4
7	4	1	4	1	7	7	24	3
8	2	2	7	4	1	5	21	2
9	6	5	10	10	9	4	44	9
10	5	9.5	3	9	6	6	38.5	7

Key:

TMs = Teachable Moments
CIs = Critical Incidents

Consumer-Homemaking Descriptive Rating Scale were analyzed in two ways, using both total and matched data (Table 8). When ranks according to total data were used the Kendall Concordance Coefficient showed the rankings to have a degree of association significant at the .05 level of significance; when ranks were based on matched data $p < .02$. Each program's rank on the Index of Effectiveness remained the same in either case.

The three programs ranking highest on the Index exhibited the following characteristics:

A city supervisor of home economics who made establishment and supervision of adult consumer-homemaking centers a top priority

Teacher or teachers who were well-trained home economists, perhaps with experience in social work

Richly varied programs planned in part by the Ss themselves, supplemented with the use of many community resources and offering a choice of activities

Close cooperation with other agencies serving the low-income

Carefully planned educational activities for children of participants

Rudimentary training programs for paraprofessionals

Continuous recruitment of participants, aided by strong support from local news media and expanding outreach activities.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Problem

Newly-designed home economics programs, funded under Part F of Title I of the 1968 Amendments to the Vocational Education Act, were established in New York State to serve low-income adults and out-of-school youth. Home economics had been redefined by the Vocational Education Act of 1963 to include education for gainful employment as well as homemaking. The 1968 Amendments to the Act again shifted the focus of the discipline to encourage greater consideration of social and cultural needs and to include consumer education as an integral part of the preparation of youth and adults for the dual role of homemaker and wage earner.

The present study is the second in a series related to evaluation of the federally-funded adult consumer-homemaking education programs in New York. Donavan (1970) appraised seven of the early, evolving programs. Donavan's recommendations for continuing evaluation were incorporated in the present study, including an enlarged sample and expanded scope of inquiry as local programs became more-established.

Objectives

The major objectives of the study were:

a) to measure progress of program participants toward performance objectives directed at understanding and application of consumer education and homemaking concepts, attitude of acceptance of program and trustworthiness of staff, and readiness to learn and profit from the program.

b) to assess ability of professional staff to recognize needs and interests of the learner, collect and interpret evidences of learning, collect and develop resources available to enhance the program, and to present a creative and innovative program.

c) to measure progress of paraprofessional staff toward performance objectives directed at understanding and application of consumer education and homemaking concepts, and at characteristics of employability as evidenced by job performance, job persistence, and attitudes toward paraprofessional jobs in human services.

d) to provide by means of descriptive data answers to questions regarding the nature of attendance and procedures for enhancing participation, teaching methods acceptable to the subjects (Ss), use made of volunteer help and advisory committees, cooperation with other agencies, extent of professional staff development, and extent to which the program operated as planned.

Method

Description of Sample. Ten program sites, nine urban and one rural, were selected by the Bureau of Home Economics, State Education Department, as representative of fulltime adult consumer-homemaking programs operating in New York. Two groups were tested in the present study, a sample of program participants and a number of paraprofessionals employed in the 10 centers.

The sample of participants was drawn through a process of random, unannounced visits made to the centers by members of the research team. Participants new to the program became part of the sample upon agreeing to be interviewed, with the number drawn from each center weighted according to the previous month's attendance.

Because of the sensitivity of the target group questions regarding demographic background were not asked directly; instead information was gleaned from monthly teacher reports, observations by observers, and a Background Information form completed by teachers at the conclusion of the study. One hundred and seven women and 1 man comprised the random sample, 33 of whom were black, 23 Spanish-speaking, 2 Mexican-American, 1 Oriental, and the remaining white. Seventy-six of the Ss fell in the 21-39 year age bracket, 25 were between 40-65, 3 were under 21 and 2 were over 65. No information was available for 2 Ss. Teachers judged educational level reached to be less than 6th grade for 9 and between grades 6 and 11 for 43 Ss. Forty-two were thought to be high school graduates or the equivalent, 5 to have received post-secondary training and 4 to hold college degrees. No information was available for 5 Ss.

Nearly two-thirds of the Ss were observed to be in normal health; others were obese or suffering disabilities of various intensities. More than 60% of the Ss lived as couples; others were single, widowed or headed one-parent families. Income levels were categorized as lowest, average for those attending the center, and higher than average. Source of income for two-thirds of the 33 described as lowest-income was total or supplemental welfare; others were employed in marginal jobs. Half the Ss were observed to have average income, described as employment of S or spouse, Social Security or employment supplemented with welfare. The 17 Ss judged to have higher income than most had income from employment of S, spouse, or both. Mean number of children for the 90 Ss who were parents was 2.99 with the median age at elementary level. The profile emerging from demographic data on the random sample indicates the typical program participant was a woman between 21-39 years of age, in normal health, who had completed between 6 and 11 grades of school. She had three children and a man in the family who contributed support.

The group of paraprofessionals was composed of all the aides who were employed in the 10 centers at the time of the study (n=26). Ten newly-hired aides employed in similar programs formed a comparison group. Aides were thought to be indigenous and

inspection of demographic data supported the assumption. Group medians were comparable on such Vs as age, health, family status, and income level. Differences occurred, however, in level of education and in racial mix. Both experienced and new aides typically had a higher level of education, completion of high school, than the median for the sample of participants--completion of from 6-11 grades of schooling. A higher percentage of aides than Ss were black (42% as contrasted with 30.5%) and fewer aides than Ss were Spanish-speaking (12% vs 21%). In both aide and S samples, approximately 46% of the total were white.

Description of Program. Developers of fulltime adult consumer-homemaking education programs in New York State were encouraged to tailor programs to local needs and to try innovative approaches. However, certain commonalities were required by the state guidelines for program development. Programs were directed at low-income adults and could be sponsored only by area schools or local school districts. Advisory committees were formed having a balanced representation between program participants and concerned professionals. The program was taken to the people via mobile unit or location of the instructional center in the target area in whatever space was available--a storefront, housing project apartment, or community education center. Provision of child care was recommended. Rather than offering rigidly specified courses programs were expected to offer a variety of learning activities ranging from instruction-on-demand on a walk-in basis to scheduled presentations by staff or resource persons. As programs evolved, the outreach aspect--where presentations were made to groups meeting outside the center--was promoted as a means of reaching more persons and making better use of staff. The instructional program was expected to include all phases of home economics: relationships, housing, clothing and textiles, food and nutrition, management, consumer economics, child development and health.

Identifying Specific Objectives of the Program. Prior to the present study the exploratory Donavan study (1970) had determined the need for development of local specific objectives. In order to provide the flexibility necessary in a program where Ss helped set priorities, a bank of objectives was developed by researchers from which staff could select those performance objectives appropriate for their program.

Content validity of the bank of objectives was established through review of literature and observation data, and consultation with field staff and university subject matter specialists. Thirty-three general instructional objectives and 135 specific learning outcomes, distributed across the eight areas of home economics, were developed which were accepted by field staff, researchers, subject matter specialists, and the Bureau of Home Economics Education.

Collection of Data. Non-threatening evaluation techniques used in the study included interviews, systematic observation, ratings of Ss and paraprofessionals unobtrusively made by teachers, and recording

of critical incidents by local staff and researchers. Comprehensive records were kept by field staff of attendance, resources, program content, and the like. The research design was a pre- and posttest pattern using program dropouts as a comparison group.

Development of Instruments. For 8 months prior to the major study researchers made a series of random unannounced visits to centers to facilitate definition of performance objectives and development and tryout of evaluation instruments. Measures related to participant progress were the Participant Interview Schedule, a form for recording critical incidents, and the Consumer-Homemaking Descriptive Rating Scale. Measures related to attitude and proficiency of professional staff were a structured form used by research staff during systematic observations, the Teacher Interview, Resource Record, and form for recording daily programs. Measures related to attitude and proficiency of paraprofessional staff were a scale assessing attitudes toward paraprofessional jobs in human services, a descriptive rating scale for judging work performance, and an aide interview/questionnaire. Additionally, the Participant Interview Schedule was used to measure impact of the instructional program on the paraprofessional staff. Measures for collecting information on processes and facilities were an attendance register, the Background Information sheet, Child Care Record, and Inventory of Facilities and Equipment. Copies of the evaluation instruments can be found in the Appendix.

Content validity of the Consumer-Homemaking Descriptive Rating Scale was based on review of literature, the bank of objectives, consultation with local project directors and staff, critical incidents, and observations by teachers and research staff. Content validity of the Rating Scale for Evaluation of Paraprofessionals was similarly based on review of literature, job descriptions, open-ended questionnaires, observation, and a table of specifications. Content validity of the Participant Interview Schedule was founded on the bank of performance objectives; validity of other instruments is based on objectives of the study.

Reliability of the Participant Interview Schedule was established through pretest of the instrument and assessment of internal consistency and stability over time. Reliability of the Consumer-Homemaking Descriptive Rating Scale was determined by calculation of a coefficient of reliability using the Winer analysis of variance technique (1962). Intercorrelation of subscores and item analyses provided measures of internal consistency. Reliability of the Rating Scale for Evaluation of Paraprofessionals was established through calculation of interrater reliability, stability over time, and item discrimination.

Data Analysis. Statistical analyses were made to establish effectiveness of the program. The t-test was used to determine significance of differences between gain scores of high- and low-exposure groups. High-exposure Ss attended at least 15 times over a period of 6 months; low-exposure Ss attended less often. The nonparametric signed rank statistic was used where indicated by

small n, when comparing means of Vs for the 10 centers or looking at individual programs. A product moment correlation matrix contributed information regarding intercorrelation of dimensions of the participant interview and descriptive rating scale, demographic data, and hours spent by Ss in various center activities.

An Index of Program Effectiveness was compiled from rankings of the 10 individual programs on Consumer-Homemaking Descriptive Rating Scale gain scores, attendance gain, use of resources, maximization of teachable moment, quality of daily preparation, and critical incidents. Kendall's Concordance Coefficient was used to measure degree of association among sets of rankings. Characteristics of programs ranking high on the Index were examined to profile the successful consumer-homemaking program for low-income adults.

Results: Quality of Instruments

Of major importance in establishing content validity of the Consumer-Homemaking Descriptive Rating Scale was its acceptance by directors of the 10 centers. Reactions varied from unquestioning acceptance to complaints that the scale was too time-consuming. No questions were raised regarding appropriateness of the subscores or behaviors described.

Construct validity of the Participant Interview Schedule was investigated in several ways. Supporting construct validity of the instrument was the significant correlation with scores on the Consumer-Homemaking Descriptive Rating Scale ($p < .029$). Less definitive was the group differentiation method for establishing construct validity. When pre- and posttest subscores were compared, only clothing/textiles showed a significant gain ($p < .001$).

Reliability of the Participant Interview Schedule was determined through test-retest to establish stability over time ($r = .89$) and the Hoyt-Stunkard analysis of variance technique to investigate degree of internal consistency, with resulting coefficient of .867. Coefficients of from .91-.99 were obtained for the Consumer-Homemaking Descriptive Rating Scale in three interrater reliability checks. Intercorrelations of subscores were highly significant and correlation between pre- and posttest scores on the Participant Interview Schedule and Consumer-Homemaking Descriptive Rating Scale reached significance levels of .005 and .029 respectively. The Consumer-Homemaking Descriptive Rating Scale was free of significant correlation with age, education, marital status, or income as defined in the study. Total hours spent in the program were significantly correlated with postscores on the rating scale, $p < .05$.

Reliability of instruments designed to measure impact of the consumer-homemaking program on paraprofessional staff was computed in several ways. An interrater reliability check of the job performance scale yielded a Pearson product moment correlation coefficient of .87 and the test-retest, used to determine stability over time, a product moment coefficient of .91. Results were similar

for the job persistence scale, with an interrater reliability coefficient of .93 and test-retest coefficient of .89. The reliability coefficient of the Attitudes toward Paraprofessional Jobs in Human Services scale reached .97.

Results: Program Effectiveness

Evaluation of Learning. Findings regarding progress of Ss toward knowledge and attitude objectives measured by the Participant Interview Schedule were severely limited by the small numbers involved. Gain scores for the high-exposure group were, however, found to differ from low-exposure Ss for the clothing and textiles subscore, $p < .05$.

Gain scores for the Consumer-Homemaking Descriptive Rating Scale were confounded by inflated preratings apparently hastily made by teachers in two of the 10 centers. However, differences between pretest and posttest ratings approached significance for two subscores, relationships and clothing/textiles, assuming a one-tailed test. When the data were re-analysed, omitting the two atypical programs, postscores were significantly higher than preratings ($p < .004$). Significant gains were also made on all but one of the subscores.

Mean postratings on the scale measuring consumer-homemaking skills reached minimum competency for all but Program 8, a particularly impoverished group, who nonetheless made among the strongest gains of any of the Ss in the 10 centers. Analysis of individual programs showed highly significant overall gains for two programs and in three programs having small ns, gain scores were positive in direction for all Ss for whom both pretest and posttest measures were available. Gain scores for two additional programs approached the criterion level. Significant gains were made by individual programs in all subscores, with most progress registered in clothing/textiles, foods/nutrition and relationships.

Demographic differences between the high- and low-exposure groups--where the persisters were found to be less-educated, older, and even lower-income than those who left the program early--led to the expectation that gain scores for the two groups would not be significantly different. Such was the case. Gain scores for the high-exposure group were positive in direction but not significantly different from gain scores of the low-exposure group, $p < .078$.

A series of questions administered at the post-interview probed comprehension of consumer-homemaking education concepts as perceived by the Ss. Program participants said they had learned in the subject areas of clothing and textiles, foods and nutrition, crafts, management/consumer economics. All had made new friends, indicating success in the relationships subject area. Responses to direct questions regarding specific learnings indicated perception of learning in clothing/textiles, foods/nutrition, consumer economics and housing. Ranks on incidence of learning as perceived by Ss are similar to rank of subject areas on hours spent at the center

in various activities, except for housing, where learnings perceived seemed out of proportion to hours spent on the topic--at least as recorded by the teacher. The possibility exists that there was a good deal of incidental teaching in housing; e.g., motivation to try to improve the quality of the living environment.

Critical incidents reported most learnings in the consumer economics/management of resources area, followed by relationships. Systematic observations further confirmed progress in clothing/textiles and consumer economics. Teachers reported application of learnings in all subject areas and increased use of community services.

In light of the evidence probably few would quarrel that significant learning took place in relationships, management of resources/consumer economics, foods/nutrition, and clothing/textiles. Although striking evidence occasionally was found regarding learnings in housing, child development and health, overall gains were probably weakest in these subject areas.

Acceptance of Program by Participants. The most common phrase used by Ss when asked why people attended the program was "to learn." Satisfaction was expressed with the congenial atmosphere and opportunity to meet new people and be with others. Most had invited friends to attend the center program. Activities most enjoyed were sewing, cooking and crafts. Nearly all Ss endorsed the program as worthwhile. The few suggestions for improvement related to broader program offerings and more speakers, field trips, hours of operation. During systematic observations made by the research team on random, unannounced visits, Ss were consistently described as being interested, even engrossed, in their work.

Responses to the teacher interview indicated that Ss trusted teachers to the point of freely and continuously asking for counsel on personal problems. Researchers observed help sought by Ss to be most often in the subject areas of clothing/textiles, housing, and foods/nutrition followed--in rank order-- by child development, consumer economics/management of resources, and health. Requests for help with relationships were, understandably, observed less often.

Progress of Paraprofessional Staff. Instruments for evaluating the impact of the program on paraprofessionals were developed in conjunction with the present study. Since a test-retest research design was not feasible for this facet of the study, 26 experienced aides representative of all aides employed in the program were compared with a group of 10 newly-hired aides. Comparison of scores on the Participant Interview Schedule for the two groups of aides and for high-exposure Ss showed all three groups achieving the same mean, 58%. Subscores were approximate except that all aides, whether new or experienced, achieved higher scores on management and child development than the high-exposure Ss.

Self-perception of learnings differed considerably for aides and participants, with aides perceiving most-salient learnings to

be in job skills. Both groups, however, highly rated new knowledge and understanding in clothing/textiles, foods/nutrition and management of resources/consumer economics.

New aides were rated significantly higher ($p = <.01$) on job performance than were experienced aides. Mean scores were not significantly different on the Attitude toward Paraprofessional Jobs in Human Services Scale. Aides, in interviews, generally expressed favorable attitudes toward the program. Duties were described as assisting with teaching, child care, recruiting, record-keeping, cleaning, and communication with Ss. Inservice opportunities were limited.

A product moment intercorrelation matrix showed a highly significant positive relationship between job performance and job persistence. A negative relationship was found between attitudes toward paraprofessional jobs and understanding of homemaking and consumer education concepts ($r = -.34$, $p < .021$).

Progress of Professional Staff. Evidence was compiled that teachers understood the feelings and problems of the Ss; e.g., when teachers were asked to identify Ss' interests their responses correlated with the rank order given by Ss themselves in the participant interview as well as with hours spent by the random sample in center activities. Review of the variety of imaginative programs usually offered attested to the skill and understanding of teachers in meeting needs of their subjects, whether spoken or unspoken. Teachers' further abilities to collect and interpret critical incidents as evidence of learning, recognize the contribution of a wide variety of resources to the richness of the program, and maximize teachable moments because of the informal nature of the program and investment in professional staff as the prime resource--all are reflected in the Index of Program Effectiveness, found to have a concordance coefficient with $p < .02$.

Little formal local evaluation was made although one teacher had made the bank of performance objectives into questions for discussion, which provided information on student achievement. Printed resource materials suited to the low-income audience were largely non-existent so that teachers were constrained to develop their own teaching materials or, better yet, use the market place as the classroom.

Processes and Facilities. More than 3,000 different men and women were reached by the 10 programs in the study. (Thirty-nine fulltime and 17 parttime adult consumer-homemaking education programs operated in New York during FY 1972.) Average daily attendance (ADA) was relatively low for all centers. Total days' operation was used in establishing ADA and included some half-days and conference days. Each S was counted just once for any one day regardless of length of attendance. The programs representing the two largest cities in the state operated the greatest number of days during the 9-month study, in keeping with guidelines that programs be available to the target population throughout weekends and school vacation periods.

Analysis of total attendance records indicated an attrition of nearly half the participants. Understanding of the fluidity of the target population is needed to appreciate the intense recruitment needed to maintain the status quo, let alone a growth rate. Overall, however, the programs as a whole did grow with a mean gain of 2.1 in ADA for the 10 programs in the study. The growth curve reflected special fall promotion activities, diminution over the Christmas holidays and January bad weather, and resurgence with special spring fashion shows and other exhibits of achievement. All programs showed marked gains in attendance for the 9 months of the study when compared with the 12-month reporting period for FY 1971.

Inspection of attendance pattern for the sample shows a common mode where some Ss attended nearly every session and others came a few times and never again. At the conclusion of the study 44 of the 108 Ss in the random sample were still viable participants in the program. Reasons for leaving the program were to start work or because work schedule interfered, moved, or enrolled in more-formal educational programs. Ten Ss who were apparently over-income left because, they said in interview responses, they felt out of place or had achieved a limited objective such as learning to use a sewing machine. Six Ss left, perhaps temporarily, because of health emergencies.

A major concern of the researchers, at the beginning of the study, was the capacity of the consumer-homemaking program to attract the target population. Observations, responses to teacher interviews, home visits, and background data all confirmed that the program was indeed reaching the persons for whom it was intended. The small percentage of higher income Ss provided the leaven wished for by a teacher whose Ss were beyond a doubt 100% target population.

Those program sessions which had attracted participation above the ADA for the month were looked at to identify factors increasing attendance. Programs were able to exceed their own mean attendance by extended hours and outreach, special features such as open house or a Christmas party, and maintenance of especially richly varied daily programs.

Teaching methods considered by the instructors to be acceptable to the Ss were--in rank order--individual help, demonstration, field trips, informal discussion, use of visuals, laboratory, and small-group work. Very little use was made of volunteer help except as resource speakers.

Advisory committees, in general, seemed to cause more problems than they solved. Another challenge to teachers was finding ways to work with other agencies operating in the neighborhood.

In most centers teachers had little to do with preparation of the annual proposals submitted to the State Education Department for funding. Other special problems revealed in the teacher inter-

views were staff relationships and need for more space and equipment.

There was little staff development beyond an annual statewide institute held at a major university, where inservice training was provided in weak areas such as child development and special help was given in consumer education, a focal point of the total program. Eight of 10 programs had major changes in professional staff over the period of the study.

Index of Program Effectiveness. When evidences of learning as measured by gain scores on the Consumer-Homemaking Descriptive Rating Scale and by number of critical incidents reported by teachers or observed by research team were combined in an Index of Program Effectiveness with teacher input--resources, preparation, use of teachable moments--and attendance gain a profile of the successful consumer-homemaking program for low-income adults emerged. Programs ranking high on the Index were characterized by: city supervisor of home economics giving top priority to development and supervision of adult centers, direct teaching by professional home economists, varied program offerings, close cooperation with other agencies, planned educational activities for children, at least rudimentary training program for paraprofessionals, and continuous recruitment of Ss assisted by expanding outreach activities and supportive news media.

The review of economic opportunity programs (1969) had deplored the lack of criteria for determining program success. The Index of Program Effectiveness defines possible criteria, with a statistically significant degree of association among rankings on the criteria ($p < .02$).

Conclusions and Recommendations

The purpose of the present study was a formative evaluation of a program for low-income adults that would enhance rather than adversely affect the fledgling program. Challenges inherent in the research were: developing non-threatening measures of Ss' progress toward cognitive, affective and psychomotor objectives; collecting complete and reliable data from local programs; determining the broad rather than limited impact of the program; followup of both program persisters and dropouts; and overcoming built-in problems of selection of sample, sites and control group.

The urgent need for valid and reliable evaluation instruments, documented in the literature, was largely satisfied in the current study. Performance objectives acceptable to project directors, teachers, paraprofessionals, Bureau of Home Economics, university subject matter specialists and researchers were developed. Valid and reliable instruments for measuring progress toward objectives in the three domains--cognitive, affective and psychomotor--were designed. A reporting system was set up and data received from local

staff were considered reliable where reporting patterns for the 10 centers were consistent.

A basic assumption of the study was the need for non-threatening evaluation because of the sensitive, potentially hostile target population. The assumption was supported by the literature review--especially the Havighurst study (1970), a concurrent study (Engelbrecht, 1972) wherein use of an attitude scale was rejected by Ss similar to those in the present study, reactions of the professional staff to instrument design, and the experience of interviewers in the field.

Just as in the Havighurst study, random selection of sites was not reasonable in the present research since sponsors of the study needed information from a variety of programs representing various sections of the state. Selection of a random sample of Ss, however, allowed for some generalization beyond an individual center. Demographic differences between high- and low-exposure groups in the present study indicated that a creaming tendency was at work, whereby more-able Ss soon left the program for a job or more-formal education. Whether there was such a creaming tendency or whether the conclusion has to be reached, as in the OEO evaluation (1969), that many Ss received little help in the program cannot be finally determined from the evidence at hand. Thus, whether attrition damns the program or was desirable remains a question. The mission of the program was to search out those who did not feel comfortable in traditional adult classes, help them into the mainstream and then seek out others. If some Ss rose from the underclass more easily than others, at least their elevation into better circumstances left more room for those farther down to advance. The Havighurst study had shown that a low-income minority group protective of its culture still endorsed education of its members for the cultural and economic mainstream.

Whether the program was worth the cost will have to be weighed in the context of national social priorities. Both the OEO evaluation and Marshall and Briggs (1968) made clear the inadequacy of cost-benefit techniques for measuring social gains in personal dignity, responsibility, motivation, and positive attitudes toward society--particularly the social institution of education.

The program seems to have merit as an educational philosophy halfway between individual case work and structured adult classes. In this sense the program did seem--at least for some individuals--to be filling its role as the first step toward more-formal education, or employment, or general improvement in the quality of life, or whatever it was that the participant himself desired. Further, the program more nearly serves the whole person or whole family rather than splintered needs--a recommendation made repeatedly in the literature.

Some, but not all, of the weakness uncovered in the Donavan (1970) evaluation seemed to have been strengthened in the consumer-homemaking program by the time of the present study; e.g., progress was made in defining specific performance objectives and in under-

standing and application in the subject areas of relationships and consumer economics/management of resources. Child care, described as largely custodial in the Donavan study, was still a weak spot overall. In the Minnesota study (1969) child care had eventually moved from the custodial to true educational experiences for children. Several centers in the present study had progressed to that point, but in some programs much upgrading of the quality of child care remained to be done. Many more persons were reached by the program than evidenced during the Donavan study or during the year preceding the present study. However, in view of the estimate of the need (Mangum, 1968), the program was reaching only a tiny fraction of those who might value and profit from it.

The project directors seemed to have no difficulty in following guidelines to supplement the work of other agencies rather than to compete or duplicate services. Job skills, under this guideline, were not taught at the centers since skill training was available through Manpower Development and Training or area schools. Programs supplemented employment skills by preparing the S for her dual role as homemaker and wage earner through enhancing her ability to manage responsibilities at home and on the job and through helping those who wanted to work with increased motivation, self-confidence, improved appearance.

Suggestions for further research include replication of the present study using a longer time span, random selection of centers, and larger sample of participants; comparison of the effectiveness of fulltime centers to programs totally outreach in focus or to parttime centers--both outreach and parttime programs being less costly and tending to serve more people at individual sessions; and developing and evaluating a model for complete and permanent absorption of a consumer-homemaking adult center into the local school program. Additional research possibilities are investigating the feasibility of delivering similar programs to disenchanted teen groups and planning independent study opportunities for adult program participants which would allow persisters in the program to earn school credit.

Recommendations specific to the programs being evaluated are:

The program deserves the attention of the top administration in each school district and should not be relegated to stepchild status.

Improvement of child care should be given top priority as a means of assisting children to break out of the cycle of poverty, as urged by Moynihan (1970) and others.

Program administrators and teachers, using as a base their experience with effective programming and knowledge of the characteristics of their participants, should review priorities to be sure their local program is emphasizing appropriate learning activities. In any case, program offerings should be broadened where presently narrow, as requested in interviews by the participants themselves.

More attention should be given to careful selection of qualified staff. The present evaluation has shown that professional home economists should assume most of the responsibility for teaching if programs are to reach their maximum level of effectiveness. Paraprofessionals can be found and should be sought who can contribute badly needed skills to the program.

The feasibility of including more specific instruction in employability should be investigated, including such topics as where to go for help in seeking employment and other mechanics of finding a job.

In view of the rapid turnover of Ss reported in the Minnesota study (1969) and apparent in the present study, recruitment efforts should be intensified and procedures than enhance attendance followed.

Careful selection of advisory committee members should be made to ensure that those serving are truly interested in the success of the consumer-homemaking program. Membership should be on a rotating basis, as specified in state guidelines.

Local centers should strengthen channels of communication with other consumer-homemaking centers through sharing of newsletters, informal visits, and the like.

Continuous evaluation and followup of program participants should be conducted in order to ensure that the program keeps up with the fast-moving society it has elected to serve.

Emphasis on the consumer aspects of home economics--including ecology--should continue; and instruction in nutrition, child development and guidance, health, and housing should be strengthened.

Cooperation with other agencies, both at local and state levels, should continue to expand--not only to better serve the participant but to make more visible the contribution home economics can make to supplement services to the total person or community.

Programs should not be allowed to settle down into a rigid pattern but keep looking for new approaches, such as outreach and the consumer phone idea.

Potential for the consumer-homemaking program for adults can perhaps be summarized in the following anecdote reported by a center teacher, who happened to be the wife of an elementary principal. Called to the elementary school for a conference, the mother responded "I can't come at that time. I'm going to school myself to learn to be a better person."

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APPENDIX

MEASURES RELATED TO PARTICIPANT PROGRESS

NEW YORK STATE COLLEGE OF HUMAN ECOLOGY
A Statutory College of the State University
CORNELL UNIVERSITY
Ithaca, New York

GENERAL AND SPECIFIC PERFORMANCE OBJECTIVES FOR ADULT CONSUMER-HOMEMAKING EDUCATION

Some Possible Objectives Related To:

FAMILY AND COMMUNITY HEALTH

____A. FOLLOWS PREVENTIVE MEASURES HELPFUL IN MAINTAINING GOOD HEALTH

____A.1 Arranges for children to have dental check-up at least once a year, if free dental care is available

____A.2 Arranges for physical examination including an eye examination, for all family members at least every two years, if free medical care is available

____A.3 a) Sees that children have recommended immunization and keeps a record of immunizations and dates received

b) Has had vaccination for German measles (unless cannot have children or has already had German measles)

____A.4 Practices basic safety measures, such as keeping poisons, sharp objects, matches out of reach of children, keeping stairways free of clutter

____A.5 Gives examples of habits conducive to healthful living that homemaker is working to help family know and practice, such as personal cleanliness, eating balanced meals, getting enough exercise, avoiding dependence on cigarettes, drugs, alcohol

____A.6 States that each of the following is important and gives at least one reason why each is important:
a) going to doctor or clinic soon after suspecting pregnancy
b) eating a balanced diet during pregnancy
c) taking baby for recommended check-ups

____B. RECOGNIZES COMMON SIGNS OF ILLNESS

____B.1 Gives examples of symptoms of illness to watch for in family, such as lack of appetite, listlessness, fever, paleness

____B.2 Describes a minimum of 3 symptoms of drug use

____B.3 Identifies some symptoms of alcoholism

____C. KNOWS HOW TO HANDLE COMMON HEALTH PROBLEMS AND EMERGENCIES

____C.1 Expresses confidence in ability to care for an ill person, performing such tasks as taking temperature correctly, reading thermometer accurately, preparing food for an ill person, taking precautions against spreading communicable disease

____C.2 Differentiates between health problems which require doctor's attention and those which do not

____C.3 Explains first aid procedures to use for some common emergencies

____C.4 In a simulated emergency situation, locates quickly the phone number of a doctor, hospital, or ambulance service, and states the information that must be given, including location of victim and type of emergency OR (if person has no phone) Describes how to get help quickly in an emergency situation

____D. KNOWS SOURCES OF INFORMATION AND/OR HELP FOR HEALTH PROBLEMS

____D.1 Identifies sources of information and/or help for the following problems and designates which are free services:

a) drug problem
b) alcoholism
c) family planning
d) prenatal care
e) immunizations, Pap tests, TB x-rays, etc.
f) mental illness
g) sight or hearing disabilities

____E. RECOGNIZES PRACTICES CONDUCIVE TO MENTAL HEALTH

____E.1 Attempts to solve problems, when possible, rather than ignoring or resigning self to the problems

____E.2 Seeks advice or help with problems he/she can't solve alone

____E.3 Develops some skills which enable him/her to be pleased with or proud of self

____E.4 Expresses satisfaction and pleasure in regard to his or her sexuality

Additional objectives:

FAMILY ECONOMICS

____A. USES SOUND CONSUMER PRACTICES

____A.1 Compares prices at different sources when possible (such as at two stores, or a store and a catalog) before making a major purchase

____A.2 Consults some source of information (such as the teacher, the county Extension Agent, a friend) concerning different brands, models, features before making major purchases

____A.3 Asks about service and/or warranty (if appropriate) before purchasing appliances and equipment

____A.4 Explains where could get help with interpreting a contract, so knows what the conditions are before signing

____A.5 Refuses to sign any contract until all blanks are filled in

____A.6 Resists high-pressure salesmanship in the mail, at the door, in the store

____A.7 Explains that a person can cancel a contract he signed in making a purchase from a door-to-door salesman, by notifying the company within three days that he wishes to cancel

____A.8 Cites examples of ways Better Business Bureau, local consumer and/or legal aid agencies can help consumers

____B. RECOGNIZES THE IMPORTANCE OF PLANNING HOW MONEY IS TO BE SPENT

____B.1 Uses a list of installment payments already committed to, to help decide whether to take on any more debt

____B.2 Differentiates between situations when planned spending is crucial and situations where it is not so crucial

____B.3 Formulates some priorities that can help person determine how to allocate financial resources

____B.4 Tries to plan on paper which bills to pay with money from each pay period

____C. UNDERSTANDS WISE USE OF CREDIT

____C.1 Compares the finance charges from two or more credit sources when feasible before deciding where to ask for credit

____C.2 Keeps record of items or expenses being paid for in installments and keeps receipts of payments made

____C.3 Explains that when a store repossesses an article, the person who signed the contract must still continue to make payments for the article

____D. KNOWS SOME WAYS TO GET THE MOST FOOD VALUE FOR THE MONEY

____D.1 Describes several ways a person can get the most for his food dollar

____D.2 Buys in quantity whenever feasible (depending on family size, money on hand, storage space available, etc.)

____D.3 Prepares cakes, cookies and salads at home (when time and energy permit) instead of buying ready made at store

____D.4 Uses powdered and/or evaporated milk for cooking and/or drinking

____D.5 Thinks in terms of "cost per serving" of meat rather than "cost per pound" when comparing meat prices

____D.6 Gives examples of guidelines for getting the most for your money when selecting fresh produce

____D.7 Plans, before going to the grocery store, approximately what he/she is going to buy

____D.8 Compares prices of nationally advertised brands of foods with prices of store brands before deciding which to buy

____E. UNDERSTANDS FACTORS TO CONSIDER IN BUYING CLOTHING

____E.1 Identifies factors to consider before buying clothing,

such as durability, ease of care, cost, suitability

____E.2 Formulates a list of things to check for, in determining the quality of workmanship of clothing

____E.3 Plans, before going to the store, what clothing items he/she needs to buy

____E.4 Reads labels and/or hangtags before buying clothing

____F. KNOWS GUIDELINES FOR SELECTING FURNITURE AND EQUIPMENT

____F.1 Identifies ways to judge quality of furniture in terms of durability

____F.2 Considers ease of care and cost of upkeep (where appropriate) before buying furniture and equipment

Additional objectives:

CLOTHING AND TEXTILES

____A. DEMONSTRATES SKILL IN CLOTHING CONSTRUCTION TECHNIQUES

____A.1 Operates a sewing machine effectively

____A.2 Follows a pattern guide sheet independently

____A.3 Selects dress patterns and fabrics that are appropriate to skill level

____A.4 Expresses satisfaction with the garment(s) made, based on own standards of acceptability

____A.5 Expresses confidence in ability to sew independently

____B. USES EFFECTIVE TECHNIQUES IN CARING FOR CLOTHING

____B.1 Knows how to use commerical washers and dryers

____B.2 Describes methods appropriate for laundering both colorfast and non-colorfast cottons, heavily soiled cottons, 'wash-and-wear' fabrics, wools, and nylon

____B.3 Explains where to find information on stain removal techniques

____B.4 Distinguishes between clothing which requires dry-cleaning and clothing which can be washed by machine

or by hand

____B.5 Follows instructions on care labels

____C. KNOWS HOW TO PERFORM CLOTHING REPAIR TECHNIQUES

____C.1 Knows how to perform a minimum of four of the following minor repairs: replace broken zipper, stitch broken or torn seams, adjust hems, turn worn collars or cuffs, patch a hole or tear, darn socks, etc.

____C.2 Repairs own clothing and that of other family members as needed, if time and energy permit

____C.3 Gives examples of factors to consider in deciding whether or not to repair or remodel a garment, such as quality of material, amount of time and effort involved, how acceptable the finished garment would be

Additional Objectives:

RELATIONSHIPS OF THE INDIVIDUAL AND FAMILY

____A. RECOGNIZES NEEDS OF FAMILY MEMBERS

____A.1 Identifies some important needs common to all family members, regardless of age

____A.2 Verbalizes some needs that are related to specific age groups, such as teenagers (need for privacy, for peer approval, for help in becoming more independent, etc.) or the elderly (need for respect, etc.)

____A.3 Describes how some common causes of family conflict could be avoided or minimized

____A.4 Tries to understand and consider the point of view of each person involved in a family conflict

____A.5 Talks about family problems with the person(s) involved, in an effort to find an acceptable solution

____B. DEVELOPS OWN ABILITIES AND BROADENS INTERESTS

____B.1 Expresses interest in learning and doing new things

____B.2 Participates in some community group, if desired and feasible

____B.3 Increases self-confidence by improving appearance (if needed) e.g., by losing or gaining weight, trying new hair style

____B.4 Expresses pleasure, satisfaction, or pride in some recent accomplishment

Additional Objectives:

MANAGEMENT OF PERSONAL AND FAMILY RESOURCES

____A. KNOWS COMMUNITY RESOURCES THAT ARE AVAILABLE

____A.1 Identifies community resources available for the following purposes:
a) legal aid
b) medical problems
c) marriage and family counseling
d) drug problems
e) housing problems
f) finding a job and/or job training
g) adult education classes

____B. RECOGNIZES WAYS TO INCREASE HUMAN RESOURCES AVAILABLE (such as energy, skills, knowledge)

____B.1 Has other family members help with household chores, if desired and feasible, depending on abilities, ages, other responsibilities, etc.

____B.2 Expresses interest in increasing personal knowledge and developing new abilities and skills

____B.3 Encourages other family members to learn new skills, develop new interests, etc.

Additional Objectives:

HOUSING AND EQUIPMENT AND FURNISHINGS

____A. RECOGNIZES WAYS BOTH INDIVIDUALS AND GROUPS CAN WORK TO IMPROVE LIVING CONDITIONS

____A.1 Explains whom to contact concerning improvements needed in the neighborhood, such as repairing a sidewalk or street, fixing a broken streetlight

____A.2 Describes ways one individual can work toward improving a neighborhood

____A.3 Cites examples of ways organized groups can work toward getting better housing

____A.4 Describes some situations where improvements are not likely to be made unless a group of people work together

____A.5 Considers participating in community groups working toward better living conditions (such as making better housing available, getting substandard housing condemned, better services)

____B. RECOGNIZES MECHANISMS AVAILABLE FOR RESOLVING TENANT-LANDLORD DISPUTES

____B.1 Explains rights and responsibilities of both the t tenant and the landlord

____B.2 Describes mechanisms available to help a tenant whose landlord has not fulfilled his obligations to the tenant

____C. KNOWS HOW TO PERFORM TASKS INVOLVED IN IMPROVEMENT OR MAINTENANCE OF A HOME AND ITS FURNISHINGS

____C.1 Performs any of the following skills for which he/she has the need and/or interest, time and energy:
a) painting or wall papering
b) restoring furniture (upholstering, slipcovering, refinishing, etc.)
c) making minor repairs (such as fixing a leaky faucet, replacing an electrical plug)
d) making household accessories (such as pillows, decorative objects)
e) using different methods for housecleaning tasks
f) making curtains or draperies

____C.2 Cites examples of ways to improve storage (by increasing the amount of storage space available, reorganization of storage, etc.)

____C.3 Describes ways to minimize heat loss in winter and thus save on heating bills

____D. KNOWS HOW TO SELECT AND USE EQUIPMENT TO SAVE TIME AND ENERGY

____D.1 Knows how to use the equipment he/she has so can take full advantage of features

____D.2 Identifies uses to which equipment will be put as an aid in determining which extra features are important enough to him to justify their extra cost

Additional objectives:

FOODS AND NUTRITION

____A. REALIZES THAT THE BODY NEEDS NUTRIENTS, RATHER THAN SPECIFIC FOODS, AND THAT THE BASIC FOUR FOOD GROUP PLAN IS A WAY TO HELP PEOPLE CHOOSE FOOD SO ALL NUTRIENTS ARE PROVIDED

____A.1 Identifies foods from all four Food Groups as being important for good health

____A.2 States the number of servings recommended from each Food Group

____A.3 Gives examples of substitutes for meats (i.e., other foods in the meat group)

____A.4 Identifies milk as being an important part of the diet, especially for a pregnant woman

____A.5 Cites examples of foods that are good sources of iron

____A.6 Describes some factors which influence the amount of nutrients a person needs such as age, sex

____A.7 Purchases snack foods that would be likely to add needed nutrients to the day's meal plan

____B. APPLIES KNOWLEDGE OF NUTRITION TO MEAL PLANNING AND PREPARATION

____B.1 Includes foods from all four food groups in planning a day's meals

____B.2 Identifies nutritional balance as one of the factors he/she considers in planning meals

____B.3 Uses food preparation methods which help preserve nutritional value of food, such as cooking vegetables in small amount of water, cooking for short period of time

____C. APPLIES KNOWLEDGE OF NUTRITION TO PERSONAL EATING HABITS

____C.1 Sets a good example by eating at least one nourishing food for breakfast (i.e., something other than black coffee)

____C.2 Evaluates her own food habits in relation to good nutrition

____C.3 Is willing to try new foods and new methods of preparation in an effort to add variety to meals and improve nutrition

____C.4 Usually eats (or drinks) some source of vitamin C every day

____C.5 Usually eats at least two vegetables a day

____D. REALIZES THE RELATIONSHIP OF CALORIC INTAKE TO WEIGHT GAIN

____D.1 Identifies the most common causes of weight gain as being caloric intake that exceeds body needs

____D.2 Categorizes some common foods into "high-caloric" and "low-caloric" food groups

____D.3 Formulates a plan that is nutritionally sound for helping an overweight person lose weight

____E. REALIZES THE IMPORTANCE OF HELPING CHILDREN DEVELOP FOOD HABITS THAT ARE NUTRITIONALLY SOUND

____E.1 States that food habits are, to a large extent, shaped by the family through (a) the example they set and (b) the foods they make available

____E.2 Describes some consequences if eating habits are not nutritionally sound

Additional Objectives:

CHILD DEVELOPMENT

____A. HELPS CHILD DEVELOP A SENSE OF COMPETENCE

____A.1 Accepts and encourages child's curiosity and questioning, and does not punish child for being active and exploring

____A.2 Recognizes stages a child goes through so that he/she can accept behaviors typical of the stages

____A.3 Explains some ways to provide experiences where a child can feel successful

____A.4 Cites examples of problems that may result if a child is "pushed" into doing things before he is ready, rather than being allowed to develop at his own pace

____A.5 Helps child learn to accept responsibility by gradually increasing expectations

____B. RECOGNIZES WAYS TO HELP CHILDREN BETTER UNDERSTAND THE WORLD AROUND THEM

____B.1 Takes child to stores, zoos, playground, etc. so that he can have broader experiences

____B.2 Explains different people's jobs to child (fireman, policeman, postman, etc.)

____B.3 Talks with child about experience child has

____B.4 Answers child's questions as well as he/she can for child's level of understanding

____C. UNDERSTANDS THAT A CHILD'S BEHAVIOR IS CAUSED

____C.1 Describes how a child might feel in some given situations

____C.2 Reassures child and sympathizes with him in emotional situations

____C.3 Predicts behavior that might be caused by some given situations (for example, a child is being ignored by busy mother and he wants attention; a child is involved in play and he's told to come to lunch immediately)

____D. REALIZES THE IMPORTANCE OF PLAY AS A WAY CHILDREN LEARN

____D.1 Suggests several play activities for own children

____D.2 Cites examples of some play activities that do not require any special equipment

____D.3 Gives examples of play equipment or activities that might help a child develop control over large muscles and small muscles, learn to share, to play "make-believe," etc.

____D.4 Describes play equipment and/or materials that could be made inexpensively at home

____E. USES POSITIVE OR CONSTRUCTIVE GUIDANCE TECHNIQUES WITH CHILDREN

____E.1 Gives directions to children in positive ways (says what child <u>can</u> do, rather than what he <u>can't</u> do)

____E.2 Uses praise as a means of reinforcing child's behavior

____E.3 Usually avoids sarcasm, threats, belittling remarks, and making child feel guilty when disciplining a child

____F. RECOGNIZES THE IMPORTANCE OF EDUCATION FOR HIS/HER CHILDREN

____F.1 Reads or looks at books or magazines with his/her small children and/or children having trouble reading

____F.2 Gives examples of ways a mother can help preschool children learn at home (such as playing counting games, asking child to name animals pictured in books, planning new experiences for child, talking to child)

Additional Objectives:

	1	2	3	4	5	D-Values Rating
	Expresses fears that others will not accept him, will look down on him.		Occasionally expresses feeling of comfort and acceptance by those at center.		Helps new people feel at home in center.	.34-.50
	Obvious tension, nervous mannerisms. Does not talk about problems.		Sometimes tense. Verbalizes problems as one way to solution.		Relaxed, satisfied behavior. Can speak of problems solved due to own efforts or help he sought.	.38-.52
	Distrustful, suspicious of those in authority, of community agencies or does not use available family services, legal aid, etc.		Accepts help when needed from agencies such as housing authority, legal aid; but does not go out of way to use services.		Contacted agency on her own regarding needed services and/or tells others of services.	.37-.43
	Seems defeated; verbalizes little hope for his future or that of family. No action for self-improvement seen.		Sometimes appears eager to learn, to improve self & home. Attends sessions, field trips relating to opportunities for further education, training.		Seizes opportunities to learn at center, Basic Education, or MDTA commensurate with other responsibilities.	.38-.47
II Management of Resources	Seems to have problems making decisions without help from others.		Can make some decisions on his own.		Makes decisions independently, but with consideration for others.	.41-.56
Use of Time and Energy	Wastes time and/or energy on activities of little real interest to him--maybe because of boredom, limited horizons, drugs, alcoholism, lack of more interesting outlet or motivation.		Considers personal and family values & uses time or energy in relation to them some of the time, but can't manage his own efforts and energies.		Discovers an interest and independently applies some effort.	.39-.47

NEW YORK STATE COLLEGE OF HUMAN ECOLOGY
A Statutory College of the State University
CORNELL UNIVERSITY
Ithaca, New York

CONSUMER-HOMEMAKING RATING SCALE FOR_____

Directions: The following is a scale by which to judge the progress of a participant. Please indicate at the right your rating of the participant in each of the areas. (Omit those items which do not pertain.)

Key: 1 Participant needs much help, is in danger of being overwhelmed by problems. 2 Needs encouragement and help. 3 Participant is coping with the demands of his life. Needs some help. 4 Needs help only occasionally.

5 Participant is doing so well he operates comfortably and independently in the mainstream of life.

	1	2	3	4	5	D-Values* Rating
I Personal & Family Relationships	Verbalizes fear of trying something new without help or watches activities but does not try new things.		Tries simple projects or completes more-complex projects with help.		Willing to try new things. Once knows how to do task, goes ahead on own.	.46-.54
	Little or no effort seen in making friends at Center.		Establishes one friendship in center.		Establishes many friendships in center.	.38-.39
Self-esteem & confidence	Demonstrates lack of confidence in his own ideas or those of his peers.		Listens to ideas of others; willing at times to offer his own.		Exchanges ideas with others; assured enough to bring his own ideas.	.29-.53
	Disinterested or passive. Resists attempts to help him find projects to do in center.		Becomes involved in short term projects and/or in reaching short term goals.		Able to set realistic goals and tolerate longer wait & more effort before achieving success in long range project of interest.	.48-.52

*Item Discrimination Values, range across three analyses (n=50-89)

	1	2	3	4	5	D-Values Rating
	Does not do jobs in orderly sequence; proceeds "hit or miss."		Does jobs in orderly sequence with help; unable to plan sequence for himself.		Does jobs in orderly sequence; is able to plan sequence himself.	.39-.54
Recognition of Personal Assets	Verbalizes a self-image of "success-is-impossible-for me." Needs a push to find out he can succeed at something.		Recognizes some of his personal abilities; needs help in realistically determining assets and possible ways to overcome weaknesses.		Capitalizes on his abilities & recognizes ways to compensate for weaknesses such as lack of education or poor health (e.g., through improved nutrition.)	.42-.49
III Household Economics	Exhibits frustration at inability to exist at present living standards.		Seeks help with money mgt., use of credit and/or planning.		Expresses concern and hopes to upgrade living standards.	.31-.56
Money Management	Buys items or services he could produce at center with time and energy spent commensurate with home responsibilities.		Sometimes extends useful life of household items & clothing by proper care, repair at center.		Consistently repairs and mends household items, furniture, and clothing at center.	.35-.44
	Lives from day to day regarding spending.		Occasionally uses shopping list, usually selects essential items first and limits impulse buying.		Consistently uses shopping list, provides for essentials and limits impulse buying.	.29-.49
	Victimized by high pressure sales via tv, phone, door-to-door. Does not compare prices.		Buys items after comparative shopping some of the time at discount, dept., neighborhood, secondhand & catalogue store.		Consistently makes purchases after comparing prices at a variety of places.	.32-.49
IV Family and Community Health	Children are dirty, hair unkempt.		Children usually clean and neat.		Children are consistently clean and neat.	.35-.40

	1	2	3	4	5	D-Values Rating
	Children's clothing poorly fitted, torn, or inappropriate for weather.		Children are dressed appropriately for weather & usually in clothing well enough fitted and in repair for psychological well-being.		Children are consistently dressed appropriately for weather, activities, sense of well-being.	.28-.40
Sanitation	Accepts unsanitary conditions in home, perhaps inadequate bathroom plumbing.		Sometimes reports or reports with help unsanitary conditions to proper authority.		Independently reports unsanitary conditions, e.g. unsatisfactory bathroom condition to Health Dept.	.36-.55
Grooming	Sloppy personal grooming.		Satisfactory grooming.		Exceptionally well-groomed.	.33-.58
Emotional Health	Seems overwhelmed by problems or does not identify problems.		Recognizes some problem and seeks solution, with help. Follows some of advice given.		Recognizes most problems. Seeks help and follows advice of center personnel or agencies to which he is referred.	.42-.50
	Verbalizes reluctance to seek medical diagnosis or treatment, perhaps Pap smear, prenatal care, shots for children.		Arranges for treatment or examination with help & encouragement of center personnel.		Arranges periodic exams and necessary treatment for self and family members.	.25-.46
V Child Development & Guidance	Scolds, ridicules children. Disciplines mostly through use of physical force or too permissive so child doesn't know limits.		Sometimes praises, reassures child, gives positive direction.		Consistently reassures child, praises, gives positive direction.	.37-.43

	1	2	3	4	5	D-Values Rating
	Children are not allowed to play with neighbor children of similar age or are not allowed to play street games because ball goes in street, etc.		Parent sometimes overprotects or expresses occasional hostility to neighbor children.		Children engage in normal activities and play with neighbor children of similar age under supervision.	.20-.47
	Child or children belligerent or overly shy.		Children play with others, with help.		Children play happily with others.	.17-.40
	Children have small vocabularies for age and/or parent uses baby talk with child.		Parent interacts with child to help language development. Does not use baby talk.		Children have normal vocabularies for age.	.15-.36
VI Clothing & Textiles	Unable to use sewing machine and/or has little skill in clothing construction.		Exhibits basic clothing construction skills. Can do more-advanced techniques with help.		Independently skillful in advanced construction and/or can demonstrate or help others.	.34-.48
	Refuses or unable to renovate clothing for self or family.		Can renovate clothing with help or performs simple renovation independently.		Skillful and creative in renovation of clothing for self and/or family.	.35-.40
	Lacks skill at crocheting, knitting or other crafts and/or expresses doubt he can learn.		Completes simple handicrafts with help.		Skillful and creative in handicrafts. Makes gifts or teaches others.	.30-.48
	Seems to buy clothing for self and family on impulse, without regard to ease of care, versatility, quality of construction, provision for all family members.		Seems to usually select clothing for self and family on basis of ease of care, wardrobe plan, quality of construction.		Shows skill in selection of clothing for family & self.	.38-.44
	Unable to use laundry equipment. No observable effort to learn.		Uses laundry equipment with help.		Independently uses laundry equipment.	.17-.39

	1	2	3	4	5	D-Values Rating
	Indiscriminate in choice of clothing store.		Sometimes takes advantage of end-of-season sales, church rummage sales, wholesale outlets, thrift shops.		Consistently takes advantage of end-of-season sales, rummage sales, wholesale outlets.	.31-.37
VII Foods & Nutrition	Unable to measure, alter recipe and/or follow recipe.		Demonstrates basic measuring techniques, can alter recipes with help.		Helps others with problems of recipe alteration; can make substitutions. Measures adequately.	.35-.51
Food Preparation	Not skillful in food preparation.		Demonstrates increased skill in food preparation.		Skillful enough in preparation of some foods to demonstrate or help others.	.39-.56
	Unable to bake cakes, etc.		Bakes at center with help.		Bakes independently at home.	.43-.49
Nutrition	Self or family seems tired and/or malnourished.		Recognizes nutritional contribution of food groups. Plans meals using Basic 4, with help.		Independently plans nutritionally adequate family meals.	.41-.49
	Unable to meet special diet needs of self or family member.		Plans, with help, meals for person with special needs such as diabetic or overweight.		Independently prepares meals for self or family member requiring special diet.	.47-.60
Food Buying & Storage	Verbalizes difficulty in economically securing products for cultural dishes or meals are monotonous.		Seeks to help in adapting readily available foods to cultural recipes or seeks ways to make meals more attractive.		Adapts cultural meal patterns to secure nutritional adequacy and/or interest.	.33-.61

	1	2	3	4	5	D-Values Rating
	Unable to cost recipes or substitute moderate-cost ingredients for expensive items.		Chooses recipes with moderate-cost ingredients r chooses substitutes for expensive items with help.		Independently and accurately costs recipes and/or favorite meals.	.39-.56
	Verbalizes or evidences problems of food waste due to improper buying and storage.		Cuts food waste, with help, through proper storage and buying practices.		Independently keeps food waste at minimum through planned buying and proper storage.	.36-.44
	Buys groceries from day to day. Does not read ads.		Usually reads ads. Sometimes takes advantage of specials, quantity buying.		Consistently reads ads, plans meals, buys ahead, takes advantage of specials.	.39-.67
VIII Housing, Equipment & Furnishings	Verbalizes frustration with condition of home or home is observed as threatening family morale and safety.		Accepts help with plans for maintaining reasonable cleanliness and order or home is reasonably clean and orderly.		Verbalizes understanding of contribution of cleanliness and order to family morale and safety or home is observed as making this contribution.	.32-.44
	Verbalizes concern that home is not attractive or home is observed as unattractive.		Seeks help with improvement in home decoration according to family tastes.		Demonstrates ability to add beauty to home and/or home is observed as being attractive.	.38-.60
	Buys poor-quality furnishings and equipment and/or victimized by high rate of interest or high pressure salesmanship.		Seeks individual help or attends sessions on purchase of appliances, furnishings.		Demonstrates thoughtful purchase of sturdy, easy-care appliances, and furnishings.	.33-.54
	Expresses or demonstrates difficulty in adjusting to present housing arrangements. No evidence of working toward improvement.		Recognizes advantages and disadvantages of present housing and explores alternatives with help of teacher or similarly trained person.		Positive efforts made toward making the most of present housing or makes realistic plans for a move.	.29-.59

PRELIMINARY QUESTIONS: PRE-INTERVIEW

(a) When did you first come to the Center?

(b) How did you find out about it?

(c) Do you live around here?

(d) How long have you lived here?
(If necessary, ask)
Where were you born?

(e) What kinds of things have you done at the Center?

B.1 We need to find out what kinds of things people want to know how to do, so that we know what types of classes to offer at the Center. If we could offer the following classes, which would you try to come to? If you already know how to do some of these things, just say so.
(Use the following code for the blanks below: W=Wants, DW=Doesn't Want, K=Knows)

a. Knitting____

b. Crocheting____

c. How to paint or wallpaper____

d. How to fix furniture by upholstering____, slipcovering____, refinishing____

e. How to make minor repairs such as fixing a leaky faucet, replacing an electric plug____

f. How to use different methods for housecleaning jobs.____

g. How to make curtains or draperies____

h. Baking cakes____, cookies____, pies____, bread____

i. Preparing quick and easy meals____

j. Preparing low cost meals____

k. Mending or repairing clothes____

Do you have any questions about the following things that you would like help with? (If so, record)

1. Child care

m. Health

n. Family relationships

o. Managing money

p. Anything else

PRELIMINARY QUESTIONS: POST-INTERVIEW

Date_____

1. How long have you been coming to the Center?

2. What kind of things have you done here?

3. What things did you enjoy doing most at the Center?

4. Why do you think people come to the Center? (PROBE)
What are the things that they like about the program?

5. Do you feel you learned anything through this program?
(If yes, ask)
Can you give some examples of things you've learned?

6. Can you think of anything you learned at the Center that you have used at home? (If necessary, give example)
If the teacher demonstrated how to prepare a new recipe, would you make it at home? Or have there been other things that you've learned here that you have tried out at home?

7. Here are some ways a person might change because of coming to a program such as this. For each of the following, please tell me if you feel this has happened to you.
(For each statement they answer yes to, ask: Could you tell me more about that?" or 'How do you save money?" etc. to get as much specific detail as possible.)

   a. I've made new friends.

   b. I've improved the appearance of my home.

   c. I am able to serve my family more nutritious meals.

   d. I save money when buying food, clothing, etc.

   e. I've learned how to donnew things.

   f. I found out about some services available in our neighborhood, such as:

   g. I learned some new things about raising children.

   h. I learned some new things about health and first aid.

   Can you think of any other ways you've changed?

8. Did you invite any of your friends to come to the Center?

If you were going to tell a friend about this program, what would you say?
How would you describe it? (Be sure he mentions what goes on--not just the physical facilities)

9. Do you know of any reason why some people (who knew about the program) did not come to the Center? Or why some people stopped coming?

10. Would you say this program is worthwhile?

    Why do you say that?

11. In the interview last fall, you were asked what things you wanted to learn or do here at the Center. Did you learn or do the things you wanted to?

    If not, why not?

12. Are there some things you want to learn or do that you haven't had a chance to do yet?

    If so, please list:

13. Can you think of any changes that could be made to make this program better?

14. Do you think any of the following should be changed? (If they say yes, ask: "Would you explain how you would like it changed?")

    a. The hours the Center is open

    b. The location of the Center

    c. The kinds of things that are taught or done here

    d. The way things are taught or done here

(If you haven't found out why a drop-out left the program ask)
Could you tell me why you haven't been coming to the Center lately?
Was there something about the program you didn't like, or is there some other reason?
(If they got a job, ask)
Do you think being in the program helped you get the job?

15. Do you have any other comments about this center, things you like or don't like?

INTERVIEW SCHEDULE

Clothing and Textiles

2A.1 (a) Do you know how to use a sewing machine?
_____Yes
_____No
_____Other:

(If he does, ask)
(b) Would you say you know how to use a sewing machine (read choices)
_____very well
_____fairly well
_____not very well?

2A.2 (a) Do you know how to follow a pattern guide sheet or instruction sheet?
_____Yes
_____No
_____Other:

(If yes, ask)
(b) Would you say you (read choices)
_____can usually follow the guide sheet without help,
_____usually need some help with it, or
_____do not understand it very well at all?

2A.5 (a) Did you know how to sew before you started coming to the center?
_____Yes
_____No
_____Other:

(If yes, ask)
(b) Which of the following would you say sounds most like you? (Read these and check answer)
_____I can make simple things with help.
_____I can make simple things by myself.
_____I can make almost anything with help.
_____I can make almost anything by myself.

Child Development

1A.0 Do you have any children?
(If yes, ask)
Would you tell me their names and ages? (Record below)
Which ones are now living with you? (Put a checkmark beside those who are living at home)

Name	Age	Living at home

1 E.2 A child goes through different stages when he is growing up, and at some stages he can be pretty hard to live with.

(a) For example, at one stage a child usually starts asking questions all the time. He seems to be constantly asking WHY. What do you think a mother should do at this stage?
(If needed, ask)
Do you think she should answer his questions, tell him to be quiet, or what?

(If necessary, ask)
Why do you say that?

(b) At another stage a child just seems to get into everything! He opens all the drawers and doors, and just in general explores everything he can get his hands on. What do you think a mother should do at this stage?

(If necessary, ask)
Why do you say that?

1 B.3 Your child comes in and says to you, "I don't have anything to do. What can I do now?" What are some things you might suggest?

1 C.1 If a child about 3 or 4 years old seemed to be tired of his toys, what are some things you could give him to keep him busy? I mean things that you might just have around the house, that he might like to play with?

1 A.3 A woman told me recently that her husband didn't want her to read stories to their little boy because it would spoil him.
(a) Do you think it spoils children if you read to them?

(If necessary, ask)
Why do you say that?

(b) Do any of your children like for you to look at books with them, or for you to read to them?
_____Yes
_____No
_____Other:

(If yes, ask)
(c) How often do you usually have time to do this?

1 C.1 What would you do if a child seemed jealous and upset because of a new baby in the family?

(If necessary, ask)
Why do you say that?

1 C.2 (a) How do you think a child might feel when his mother is busy cooking and cleaning, and is not paying attention to him?

(If necessary)
(b) What do you think a child might do?

(c) What do you think the mother should do? Why?

1 A.2 (a) What are some ways you think a mother could help her preschool children learn at home?

Foods and Nutrition

5 A.1 What kinds of food or drink do you think people need to be healthy?

I'm going to read back the foods you've said, so you can see if you have left anything out. (Read back answers, then ask)
Are there any other foods a person should eat to stay healthy?

5 B.1 (a) What fruits did you eat yesterday?

(Probe)
Did you have any fruit juice?

(b) Is this about how much fruit you usually eat in a day? (If no, have him explain what he usually has)

(If he doesn't usually have fruit, ask)
(c) Why don't you usually have fruit?

5 B.2 (a) What vegetables did you eat yesterday?

(b) Is this about how much you usually have in a day? (If no, have him explain what he usually has)

(If he doesn't usually have vegetables, ask)
(c) Why don't you usually have vegetables?

5 A.4 (a) Why do you think some people gain weight or get too heavy?

(b) What do you think a person who is too heavy could do to lose weight?

5 C.1 (a) Have you decided what to have for supper (or dinner) tonight?

_____Yes
_____No

(If yes, ask)
(b) How did you decide what to have?

(If no, ask)
(c) How will you decide what to have for supper?

5 B.3 (a) Who do you think needs more iron, men or women?
_____Men
_____Women
_____Both need the same.
_____Other:

(b) Why do you say that?

(c) Which foods do you think have iron in them?

5 B.1 (a) In most families there is a "nibbler"--someone who likes to nibble or eat between meals, or in the evening while watching TV. At any rate he wants some extra food besides what you have at mealtimes.

Do you have anyone like that in your family?
_____Yes
_____No

(b) When you buy groceries do you usually buy some foods to nibble on? I mean to eat at times other than mealtimes?
_____Yes
_____No

(If yes, ask next two questions)
(c) What kinds of foods do you usually buy to nibble on?

(d) Why do you buy these foods instead of other foods?

Family and Community Health

3 A.1 (If he has children in school or in a preschool program, such as Head Start, ask)

(a) Some schools have free dental check-ups for the students. Does the school your children go to have dental check-ups?
_____Yes
_____No
_____I don't know.
_____Other:

(If yes, ask)
(b) How often do they have check-ups?
_____About every 6 months
_____About once a year
_____I don't know.
_____Other:

(c) Is there anywhere in this community people can get free dental care?
_____Yes
_____No
_____Only if you're on Medicaid
_____I don't know.
_____Other:

(If yes, ask)
(d) Where is that?

(e) When was the last time you were able to take your child/children to a dentist?
(Write in the date he says)_____

(If he has more than one child, ask)
(f) Did both/all of your children go to the dentist then?
_____Yes
_____No

(If no, ask)
(g) When did the others go to a dentist last?
(Write dates in this space)

3A.2 (If he has children in school or in preschool programs such as Head Start, ask)
(a) Does the school your children go to have a doctor or nurse give physical examinations or check-ups for the students?
_____Yes
_____No
_____I don't know.
_____Other:

(If yes, ask)
(b) How often do they have check-ups?
_____About once a year
_____About every two years
_____I don't know.
_____Other:

(c) Is there anywhere in this community people can get free physical examinations or check-ups?
_____Yes
_____No

_____I don't know of any (or) Not that I know of.
_____I don't know if free care is available or not.
_____Other:

(If yes, ask)
(d) Where is that?

(e) When did your child/children last see a doctor?
(Write in dates for each child)

(f) When were you last able to see a doctor?
(Write in date)_____

(If he says "I don't remember," ask)
(g) Would you say it was probably about
(read possible responses)
_____5 or more years ago
_____3 or 4 years ago
_____1 or 2 years ago
_____Other:

(h) When you went to the doctor the last time, was something wrong or was it just for a check-up?
_____Something wrong
_____Check-up
_____Other:

(If he did not answer "for a check-up," ask)
(i) How long has it been since you went to a doctor or clinic for a check-up?
(Write in response)_____

3 A.6 (a) How soon after a woman thinks she is pregnant do you think she should go to the doctor?
_____Immediately, right away, or within a month
_____Other:

(b) Why do you think she should go then instead of waiting until later?

(c) Do you think a person needs to change the kinds of food she eats when she is pregnant?
_____Yes
_____No
_____Depends on what she normally eats
_____Other:

(d) What kinds of food do you think are important for a pregnant woman to eat?

(e) I'm going to read back the foods you've said so you can see if you've left anything out.
(Read back his answer to previous question, then ask)

Are there any other kinds of food you think a pregnant woman should have?

(f) When a woman has a new baby, how soon after she brings him home from the hospital do you think she should take him to a doctor for a check-up?
_____About a month
_____About 6 weeks
_____About 2 months
_____About 3 months
_____Other:

(g) Why do you think she should take the baby for a check-up then?

3 B.2 (a) You hear a lot about kids on drugs now. What kinds of things do you think parents should watch for, to know if a person is using drugs?
(Note: Get specific answers--if he says something general, for example, "You can tell by their eyes," ask, "What about their eyes?" or "Could you tell me more about what you mean?" etc. to get as much detail as possible.)
_____I haven't had any experience with it or nobody I know uses drugs.
_____I don't know what to watch for or how to tell.
_____Other:

3 E.2 (a) When you are upset or worried about something and you don't know what to do about it, what do you usually do?

(If talking it over with someone isn't mentioned, ask)
(b) Would you usually talk it over with someone? Why?

3 C.1 (a) If someone in your family got sick, would you be able to take his temperature and read the thermometer?
_____Yes
_____No

(b) If someone in your family had the mumps or measles, do you know of anything you could do to try to keep the others in the family from 'catching' the mumps or measles?
_____Yes
_____No

(If yes, ask)
(c) What could you do to keep others from catching the sickness?
_____Keep them out of the sick person's room.
_____Be careful to wash dishes the sick person uses in hot, soapy water.

_____Pour boiling water over the dishes he's used.
_____Other:

3 C.2 Would you tell me what you would do if the following things happened to someone in your family:

(a) What if someone had a fever, his temperature was 104°?

(b) What would you do if one of the children seemed tired and was coughing and sneezing and had a 'runny nose'?

(If he doesn't mention anything about a doctor, ask)
(c) Do you think you would need to call a doctor or take him to a doctor? Why?

(d) What would you do if a child was barefoot and stepped on a nail?

3 C.3 (a) What would you do if your child swallowed several aspirins?

(b) What would you do if a person got a bad cut on his wrist and blood started gushing out?

(If some way of slowing the bleeding down isn't mentioned, ask)
What would you do to slow down or stop the bleeding?

(c) What would you do if someone slipped and fell, and you thought he might have a broken leg?

3 D.1 Is there anywhere a person in this neighborhood could go for help if he had the following problems:

(a) a person wants to get off drugs?
Place-
Location-

(b) a woman decides she doesn't want to have any more children or she wants to wait a while before having children?
Place-
Location-

(c) a person thinks he is drinking too much (alcoholic drinks)?
Place-
Location-

(d) a person thinks he is going to have a 'nervous breakdown'?
Place-
Location-

Housing, Equipment and Furnishings

6A.4 Every neighborhood (or community) has some problems these days. What kinds of problems do you think your neighborhood has?

(a) Sometimes an individual can't get results, but a group of people working together can get results. Can you think of any problems in your neighborhood that probably won't get solved unless a group of people work together?

6A.1 Can you think of anything one person could do to help improve his neighborhood?

6A.5 (a) Are there any groups in your neighborhood that are trying to get better housing conditions?

(If yes, ask)
(b) How are they going about it?

6A.2 Whom could a person call, write to, or visit if these things needed to be done in his neighborhood:

(a) a streetlight is broken and needs to be fixed?

(b) trash or garbage is not collected often enough?

6C.2 (a) Many women say they just don't have enough places to put things in their homes. Have you had this problem?
____Yes
____No
____Other:

(b) Do you know of any ways a person could solve this problem of not having enough places to put things?

6D.1 Several women have mentioned that they have equipment they don't know how to use. For example, one woman's husband bought her a sewing machine and she wanted to learn how to use it. Another woman got a vacuum cleaner and didn't know how to use the different attachments. Do you have any equipment or appliances that you would like to learn to use?

(If necessary, ask)
What would you like to learn to use?

Family Economics

4A.1 Here are some examples of things people buy. Would you tell me whether you would usually look in two or more

different stores before buying these things, or would you buy it in the first store you went to:

(a) a coat for yourself or for someone in your family
_____Yes (would look in two or more different stores)
_____No

(If necessary, ask)
Why do you say that?

(b) food for your family (or yourself, if living alone)
_____Yes
_____No

(If necessary, ask)
Why do you say that?

4 A.2 If you were going to buy a new TV or refrigerator is there anyone you would ask for advice about what kind to buy?

(Probe)
Is there anyone else who might be able to help you?

4 A.4 Contracts are usually written in a very confusing way and it is often hard to understand just what you are agreeing to. I mean contracts like a lease you sign to rent an apartment, an insurance policy, or an installment buying contract. Is there any place that you know of where a person could get help with understanding what a contract says?

4 A.5 (a) Have you ever had this happen to you? When you buy something on an installment plan, the salesman shows you the blank contract and says you can just sign it now and not have to wait while he fills in the amounts?
_____Yes
_____No

(If yes, ask)
(b) What did you do?

(If necessary, ask)
Why did you do that?

(If no, ask)
(c) What would you do if it did happen to you?

(If necessary, ask)
Why do you say that?

4 A.7 (a) Has this ever happened to you? A salesman comes to the door and talks you into buying something. You sign the contract and he leaves. The next day you

realize that you don't really want what you bought.
_____Yes
_____No

(If yes, ask)
(b) What did you do?

(If necessary, ask)
Why did you do that?

(If no, ask)
(c) What would you do if it did happen to you?

(If necessary, ask)
Why do you say that?

(d) Have you found any ways to get rid of a door-to-door salesman if you don't want to buy what he is selling?

4 B.2 (a) Here are three ways people go about spending their money.

1. Some people plan ahead. They decide before they go to the store what they are going to buy.
2. Some people don't plan. They just see things they like and buy them.
3. Other people sometimes plan and sometimes don't plan.

Which of these ways of spending money would you say sounds most like you? (Write number)_____

(b) Could you tell me why you do this?

(If answered # 3, ask)
(c) Can you think of some times when you probably would plan before going to the store what you are going to buy?

(If answered # 3, ask)
(d) Can you think of some times when you probably wouldn't plan before going to the store what you're going to buy?

4 C.1 (a) If a person needed something that cost a lot of money, such as a television, (read the choices)
_____He might agree to pay the store where he buys the TV so much money each month, or
_____He might decide to borrow the money somewhere and pay cash for the TV.
Which do you think he should do? (Check answer above)

(If necessary, ask)
Why do you say that?

(If didn't mention cost, ask)
(b) Which do you think would cost less?

(If didn't mention where he could borrow money, ask c and d)
(c) Where could a person in your neighborhood borrow money?

(d) At which of these places would it cost less to borrow?

4 C.3 (a) Let's suppose this person decided to buy the TV on the installment plan that the store has. If he can't keep up with the payments on the TV, the store will repossess it. Do you think the person would usually (read choices)
_____have to continue making payments, even though he no longer has the TV, or
_____not have to make any more payments?

(b) Why do you say that?

4 D.1 Food prices are so high these days it really costs a lot to feed a family. Have you found any ways to get the "most for your money" when buying food?

(If necessary, ask)
Would you tell me about it?

4 D.4 One way some people get more for their money is to buy dried (or powdered) milk instead of regular milk.
(a) Have you ever tried that?
_____Yes
_____No
_____Tried it but didn't like it

(If appropriate, ask)
Did your family like it?

(b) Some people don't like to drink dried milk, but they use it in cooking. Have you ever tried that?
_____Yes
_____No

(If appropriate, ask)
Did your family like that?

(c) Do you use evaporated milk (read choices)
_____for cooking
_____for drinking
_____in coffee, or
_____any other way:

4D.10 (a) Suppose you go to the store to buy sugar and there are two different brands you could buy. One is a brand you've seen advertised on TV and the other you've never heard of. Which brand do you think you would buy?
_____Advertized on TV
_____Not advertized

(b) Why would you buy that one?

(If cost is not mentioned, ask)
(c) Which do you think would probably cost less?

(d) Why do you say that?

4E.1 (a) If you went to a store to buy a new dress and there were two dresses that you liked equally well how would you decide which one to buy? (Note: If she is not specific ask her to explain; e.g., if she says "It depends on the material," ask, "What about the material?" or "Could you tell me more about what you mean?" etc.)

(b) If all the things you've mentioned were the same for both dresses, for example...(repeat the things she's already said--both fit the same, both are the same color, both cost the same, etc.)...is there anything else that might help you decide which dress to buy?

4E.4 Clothes usually have some written information on a label that is sewn in, or a tag that is attached.
(a) Would you say you (read choices)
_____Usually don't take time to read this information,
_____sometimes read it and sometimes don't read it, or
_____almost always read it before buying something?

(If they read the label, ask b and c)
(b) What kinds of things do you look for on the label?

(c) Has anything on the label or tag helped you decide whether or not to buy something?

(If necessary, ask)
Would you tell me about it?

Management of Personal and Family Resources

7A.1 Where could a person in your neighborhood go for help with the following problems? (We want to know about free help)

(a) A person who had to quit school when he was in the 10th grade now wants to finish his high school education. (He's an adult now)
Place-
Location-

(b) A person wants some kind of job training.
Place-
Location-

(c) A person wants help in finding a job.
Place-
Location-

(d) A person needs free legal aid.
Place-
Location-

(e) A person needs help finding a larger apartment.
Place-
Location-

(f) A husband and wife need someone to talk over some family problems with.
Place-
Location-

7 B.1 Do you usually have anyone else in the family help you with the work around the house?
_____Yes
_____No

(If no, ask)
(b) Do you <u>like</u> to do the cooking and cleaning yourself, or are the others too busy or too young to help, or what?

<u>Relationship of the Individual and Family</u>

8 A.4 Here are some problems that many families have. How do you think each problem could be solved?

(a) A teenage girl wants to be a secretary, and her mother wants her to be a nurse.

(If necessary, ask)
Why do you say that?

(b) A teenage son wants to be with his friends all the time.

(If necessary, ask)
Why do you say that?

(c) A woman wants to get a job and her husband doesn't want her to.

(If necessary, ask)
Why do you say that?

8 A.7 (a) When you are upset with someone in your family or you are mad at them for some reason, what do you usually do about it?

(If doesn't mention, "talk it over with the person," ask)
(b) Would you try to talk to the person you are mad at or upset with about the problem?

(If necessary, ask)
Why do you say that?

3 E.3 Have you done anything lately, either at the Center or at home that you feel proud of, or that made you feel pleased with yourself?

(If yes, ask)
Would you tell me about it?

SCORING MANUAL FOR INTERVIEW SCHEDULE

Directions for scoring interviews:

This scoring manual has been developed to make the scoring as objective and reliable as possible. Please follow the directions exactly as they are given.

General format:

1. The objective being measured is given for each question (or set of questions). Broad objectives are in capital letters; specific objectives are typed in lower case letters.

2. Directly below the objective the relevent interview question(s) are noted.

3. Next, any irregularities concerning the scoring of that particular item are listed, (for example if there are special limitations or regulations about assignment of points.)

4. Questions are arranged in the order in which they were asked on the interview form.

5. Blanks in the right hand margin are for recording the total number of points received for each objective; blanks that are inset are for recording two or more subscores within one objective.

6. An individual score sheet is provided, to be completed for each person, to show a summary profile.

Scoring: A total of 5 points is possible for each objective. There are 3 types of scoring techniques used:

(a) Rating scales have been developed to objectify assignment of points for many of the items. A 5-point scale has been used in each case, with 3of the points described. It is understood that a score of 4 is to be assigned when an answer is judged to be better than level 3, but not as good as level 5. Similarly, a score of 2 is assigned when an answer is between levels 1 and 3.

In order to further clarify the levels for the more difficult-to-score items, several specific examples of answers are given directly below the rating scale.

(b) Some questions have been designated as needing multiple scores, instead of just one score. In each case the number of separate scores to be assigned has been indicated along with the number of points possible for each part of the item.

(c) In some cases, a specific number of points is given if particular answers are included in the response. These points are additive; the total score for the objective is the sum of these subscores.

Note: The abbreviation N.A. (Not Applicable) is recorded when any question is not appropriate to an individual's particular situation or circumstances.

Management of Personal and Family Resources

B. RECOGNIZES WAYS TO INCREASE HUMAN RESOURCES AVAILABLE

B.2 Expresses interest in increasing personal knowledge and developing new abilities and skills . . . . . .____

Note: This is scored differently for First Interview than for Second Interview, as described below.

First Interview-
Questions: B.1(a) through (p)

5	4	3	2	1
Identifies 5 or more areas she would like to learn about, including at least two areas or questions not included on the interview form.		Mentions 5 or more areas from the list given, or specifies 2 or more interests which are not listed on the interview.		Names at least 3 areas of interest from the list given, or initiates at least one other question or area of interest to her.

Second Interview-
Question #12

5	4	3	2	1
Identifies at least 3 areas she would like to learn about or skills she would like to develop.		Specifies two areas of interest to her.		Mentions one area or topic she would like to learn about.

Note: Score "2 points" if she says, "Yes, there are things I'd like to learn, but I can't come."

Clothing and Textiles

A. DEMONSTRATES SKILL IN CLOTHING CONSTRUCTION TECHNIQUES

A.1 Operates a sewing machine effectively . . . . . .____

Questions: 2A.1(a) and (b)
Note: Score "0" if she does not know how to use sewing machine at all.

5	4	3	2	1
Knows how to use a sewing machine very well.		Knows how to use the sewing machine fairly well.		Does not know how to use a sewing machine very well.

A.2 Follows a guide sheet independently . . . . . .____

Questions: 2A.2(a) and (b)
Note: Score "0" if she does not know how to follow a guide sheet at all.

5	4	3	2	1
Can usually follow the guide sheet without help.		Usually needs some help understanding the guide sheet.		Does not understand the guide sheet very well at all.

A.5 Expresses confidence in her ability to sew independently . . . . . ____

Question: 2A.5(b)
Note: Score "0" if she does not know how to sew at all.

5	4	3	2	1
Can make almost anything by herself.		Can make simple things by herself, and/or can make almost anything with help.		Can make simple things with help.

Child Development

B. RECOGNIZES WAYS TO HELP CHILDREN BETTER UNDERSTAND THE WORLD AROUND THEM

B.4 Answers child's questions as well as she can for child's level of understanding . . . . . ____

Question: 1E.2(a)
Note: Score "0" if she says you should not answer his questions.

Child Development

5	4	3	2	1
Says you should answer at child's level of understanding, and mentions the idea of child learning by asking questions.		Mentions that it is natural for a child to be curious and ask questions or Mentions the idea of child learning by asking questions.		Says that there are some questions you shouldn't answer or Does not mention the idea of learning as a reason for answering questions.

Examples:

5 points- "Answer as honestly as you can, in terms child will understand, so he doesn't get confused."
"Give him answers as well as you can--learning begins at home."
"The questions can drive you crazy, but they have to learn. You have to answer on his level though so he'll understand."

3 points- "They just want to know--that's why they ask."
"All kids seem to go through a time when they just ask a lot of questions. I guess that's how they find out about things."

1 point- "Answer their questions so they'll go away and leave you alone."
"You'll never have any peace and quiet unless you answer them--they'll just keep on asking."
"Most of the time I answer their questions, but there are some that I just tell them 'go get lost'."

A. HELPS CHILD DEVELOP A SENSE OF COMPETENCE

A.1 Accepts and encourages child's curiosity and questioning, and does not punish child for being active and exploring . . . . . .____

Question: 1E.2(b)

Note: Score "0" if she does not permit child to explore, or if she punishes him for getting into things.

Child Development

5 4	3 2	1
Verbalizes the idea of learning through exploring, <u>and</u> mentions protecting child from danger (either by removing dangerous objects from his reach, or by teaching child to recognize and avoid dangerous objects).	Indicates that it is natural for a child to be curious and explore things <u>or</u> that children learn through exploring.	Occasionally discourages curiosity due to concern for safety of the child, <u>or</u> does not seem to realize that exploring is a part of the learning process.

Examples:

5 points - "They need to touch and taste things, but you have to teach him what he can and can't touch."
"You have to keep him out of danger, but you have to let them discover things."
"Explain why he can't do things like play with matches."

3 points - "They're interested in what everything is--they want to see how things work, what they are made of."
"Kids are just naturally curious. I think it helps them learn about things."

1 point - "There are lots of things a child shouldn't be playing with."
"Be patient. But if they get into something that might hurt them you have to spank them."
"If what he's getting into won't make too much of a mess, let him go ahead and get into it."

D. REALIZES THE IMPORTANCE OF PLAY AS A WAY CHILDREN LEARN

D.1 Suggests several play activities for her children . . . ____

Question: 1B.3

Note: Score "N.A." if she doesn't have children.
Score "0" if she does not give any activities, <u>or</u> if she only mentions watching TV.

Child Development

5	4 3	2 1
Mentions an activity she would participate in with him and gives 3 or more activities which would help child learn or help him to develop (i.e., small muscle coordination, etc.).	Suggests 3 activities which would help the child learn or help him develop or mentions an activity she would participate in with him.	Gives 1 activity which would help him develop.

Examples:

5 points- "I would read a book to him, or give him crayons and paper, or a puzzle, or blocks to build with."

"When I have time we bake cookies together. If I didn't have time I'd try to get him interested in something like looking at a book, or watching Sesame Street, or even playing dress-up (in grown-up clothes).

D.2 Cites examples of some play activities that do not require any special equipment . . . . . ____

Question: 1C.1
Note: Score "0" if she cannot give any examples.

5	4 3	2 1
Suggests 5 or more play activities and/or objects child could play with.	Suggests 3 activities and/or household items which might interest child.	Mentions only 1 play activity or item for child's play.

F. RECOGNIZES THE IMPORTANCE OF EDUCATION FOR HER CHILDREN

F.1 Reads or looks at books or magazines with her small children and/or children having trouble reading . . .____

Questions: 1A.3(a), (b) and (c)

Note: This question is scored differently if woman has preschool children. If she <u>has</u> preschool children, score parts (b) & (c); if she <u>does not have</u> preschool children, score only part (a).

Child Development

For those with preschool children:

5	4	3	2	1
Usually reads to child about every day.		Reads to child every other day, or about 3-4 times per week.		Only reads to child about once or twice a week.

For those with no preschool children:

5	4	3	2	1
Cites 2 or more benefits of reading to a child.		Gives one reason why reading helps a child.		Says reading to a child is good, but gives no specific examples of ways it might help him.

Examples:

5 points - "It helps develop his imagination, and he learns about animals and people and so on."
"He learns from books and he enjoys the attention."
"I think it's important for him to learn to like books--it may even help him do better in school."

C. UNDERSTANDS THAT A CHILD'S BEHAVIOR IS CAUSED

C.2 Reassures child and sympathizes with him in emotional situations . . . . . ____

Question: 1C.1

Note: Score "0" if she says "I don't know," or "Threr's nothing you can do about it."

5	4	3	2	1
Understands that child may feel unloved or unwanted, <u>and</u> suggests some way (s) of reassuring child.		Suggests letting child help with baby, but doesn't verbalize need for reassuring him or giving him extra attention.		Shows only a limited understanding of the problem. Verbalizes no sympathy for child.

Child Development

Examples:

5 points- "Let child know you love her too, and have her help you with the baby so she doesn't feel left out."
"Give her as much attention as you give the baby so she won't feel left out."
"You could buy a doll so she could feed it while you're feeding the baby. That way she feels important too."

3 points- "Have her help you with the baby."
"Give the child little jobs to do to help out--like getting a diaper for you or putting powder on the baby."
"Give equal attention to both children."

1 point- "Try to get him to play with the new baby."
"Help him get used to the fact that there's a new baby."
"There's not much you can do--in time he'll just have to accept the fact that he's not the baby anymore."

C.3 Predicts behavior that might be caused by some given situations . . . . . ____

Note: This question is scored in three separate parts.

Part I Question 1C.2(a)
(1 point possible)

1 point if answer indicates her understanding that the child may feel neglected or left out.

Part II Question 1C.2(b)
(1 point possible)

1 point if she mentions the idea that child may try to get into something, cry, get in the way, etc., to make her pay attention to him.

Part III Question 1C.2(c)
(3 points possible)

3 points if she gives a specific suggestion of an activity she might try to interest the child in.

Examples:
"Give him a dustcloth so he can help you clean."
"Let him hand you things while cooking, so he feels like he's helping.

Child Development

2 points if she suggests that you talk to child while you are working or if she makes a general comment such as, "Give them something to keep them busy."

1 point if she suggests you explain to the child that you are busy and will play with them as soon as you're finished.

0 points if she says she would just ignore the child and go ahead with her work.

F.2 Gives examples of ways a mother can help preschool children learn at home . . . . . ____

Question: 1A.2

Note: Score "0" if she cannot give any examples.

5	4	3	2	1
Mentions one or more activities where she would work with child, and gives 3 or more other 'strong' answers (see examples below).		Gives 3 'strong' examples, or suggests two 'strong' and two 'moderate' examples (see examples below).		Identifies one 'strong' example, or two or more 'moderate' examples (see examples below).

Examples:

'strong' answers - "Read to child."
"Play games with him, like asking him what color things are, or how many birds there are in a picture."
"Little things, like when you're going up the stairs count the steps out loud."
"Teach him to tie his shoes, to dress himself."
"Watch Sesame Street with him and talk about it later."
"Some toys help--like Mattel clock teaches how to tell time."

'moderate' answers - "Have them watch Sesame treet."
"Buy him educational toys." (no specific example given)
"Help them write their name."
"Puzzles."
"Have him look at pictures in books."
"See that they don't constantly sit in front of TV."

Foods and Nutrition

A. REALIZES THAT THE BODY NEEDS NUTRIENTS, RATHER THAN SPECIFIC FOODS, AND THAT THE BASIC FOUR FOOD GROUP PLAN IS A WAY TO HELP PEOPLE CHOOSE FOOD SO ALL NUTRIENTS ARE PROVIDED

A.1 Identifies foods from all 4 Food Groups as being important for good health . . . . . ____

Question: 5A.1

Note: Score as follows--1 point for each of the following groups mentioned:
a) milk or dairy products
b) meat, poultry, fish, or 'high protein'
c) breads, cereals, or 'starchy foods'
d) fruits
e) vegetables

C. APPLIES KNOWLEDGE OF NUTRITION TO PERSONAL EATING HABITS

C.4 Usually eats (or drinks) some source of vitamin C every day . . . . . ____

Questions: 5B.1(a), (b) and (c) and 5B.2(a), (b) and (c) See Appendix for scoring aid.

Note: This question is scored in two separate parts: 'what she ate yesterday' and 'what she usually eats.' Assign points as follows:

*

Part I--What she ate yesterday ____
(3 points possible)

3 points if she mentions 2 or more servings from the fruit group, including a good source of vitamin C (fruit or vegetable).

2 points if she had a good source of vitamin C or had at least two fruits.

1 point if she had one fruit, which was not a good vitamin C source.

0 points if she had no fruit.

* A 'good source of vitamin C' is defined as a food source which provides a minimum of 50% Recommended Dietary Allowances for women 18-35 years of age in a normal serving. (1 piece fruit, 1/2 c. vegetable, 1 glass juice, etc.) The term "fruit juice" will be interpreted as a 'good source of vitamin C'.

Foods and Nutrition

C.5 Usually eats at least two vegetables a day . . . . . ____

Questions: 5B.2(a), (b) and (c). See Appendix.

Note: Scoring is similar to the previous question. Assign points as follows: (A 'good source of vitamin A' is defined as a food source which provides a minimum of 25% Recommended Dietary Allowances for women 18-35 years of age in a normal serving.)

Part I- What she ate yesterday ____
(3 points possible)

3 points if she had 2 or more servings from the vegetable group, including a good source of vitamin A

2 points if she had one good source of vitamin A or had two or more vegetables which weren't good sources

1 point if she had one vegetable, which was not a good source of vitamin A

0 points if she had no vegetables

Part II- What she usually eats ____
(2 points possible)

2 points if she usually eats 2 or more servings from the vegetable group every day

1 point if she usually eats only one serving from the vegetable group each day

0 points if she has vegetables less often than one serving a day

D. REALIZES THE RELATIONSHIP OF CALORIC INTAKE TO WEIGHT GAIN

D.1 Identifies the most common cause of weight gain as being caloric intake that exceeds body needs . . . . . ____

Question: 5A.4(a)

Note: Assign points as follows:
(5 points possible)

Foods and Nutrition

5 points if she says overweight is caused by eating more than the body uses up

or (the following points are additive)

1 point if she mentions the idea of eating too much

plus

2 points if she mentions the idea of too little exercise

plus

1 point for saying that some foods have more calories than others

plus

1 point for giving an example of a high calorie food

D.3 Formulates a plan that is nutritionally sound for helping an overweight person lose weight . . . . . ____

Question: 5A.4(b)
Note: Assign points as follows: (Points are additive) (5 points possible)

1 point for answers such as: "eat less", "go on a diet", "quit eating between meals", "cut down on sweets and starches"

plus

1 point for such answers as: "exercise more", "bicycle", "walk more"

plus

1 point for "see Doctor about advice about diet"

plus

2 points for "eat a balanced diet, but cut down on the size of your servings"

or

2 points for "substitute low-calorie foods for higher calorie ones, but still eat a balanced diet"

B. APPLIES KNOWLEDGE OF NUTRITION TO MEAL PLANNING AND PREPARATION

B.2 Identifies nutritional balance as one of the factors she considers in planning meals . . . . . ____

Questions: 5C.1(b) and (c)

Note: Score "0" if she mentions family preference, time available, food supplies on hand, etc. but not the idea of nutritional balance.

Foods and Nutrition

5	4	3	2	1
Plans dinner to be such that the meals for total day will be nutritionally balanced.		Mentions following a meal pattern, which includes a high protein food and at least one vegetable, plus one food from another food group or gives example of meal with all 4 Food Groups mentioned.		Gives example of a meal which includes at least one serving from two different food groups.

Examples:

5 points - "Depends on what we had at breakfast and at noon. I want to be sure it all adds up to a balanced diet for the day."

3 points - "I always have a meat, potatoes and vegetable, plus milk for the kids."
"I see what meat there is in the freezer and then plan a vegetable and fruit salad to go with the meat."

1 point - "Tonight we're having chicken and peas."

A.5 Cites examples of foods that are good sources of iron . . ____

Note: This question is scored in three separate parts.

Part I Question 5B.3(a) ____
(1 point possible)

1 point if she knows women need more iron than men.

Part II Question 5B.3(b) ____
(1 point possible)

1 point if she explains reason why women need more iron than men.

Part III Question 5B.3(c) See Appendix for scoring aid.
(3 points possible)

Foods and Nutrition

1 point for each food source mentioned which provides a minimum of 25% Recommended Dietary Allowances for women 18-35 years of age in a normal serving.

(Note: If she mentions a food category rather than a specific food--such as "meat" instead of "liver"--score 1 point if the food category has many foods which meet the above criteria. Score ½ point if category has several foods applying 10% Recommended Dietary Allowances.

½ point for each source providing a minimum of 10% Recommended Dietary Allowances for adult women in a ½ cup serving.

A.7 Purchases snack foods that would be likely to add needed nutrients to the day's meal plan . . . . . ____

Questions: 5B.1(b), (c) and (d)

Note: Score "5" if she does not buy snack foods.
Score "0" if all snacks she mentions are 'empty calorie' foods.

5	4	3	2	1
Gives health-related reason for her choice of snack foods, and mentions only fruits, vegetables &/or dairy products as snacks she buys for her family.		Gives health-related reason for selection of snacks, and mentions at least as many 'nutritious' foods as 'empty calorie' foods or snacks purchased are all 'nutritious' except one.		Gives health-related reason for snack foods chosen or buys some 'empty calorie' foods but at least one food mentioned is 'nutritious.'

Examples:

'Empty calorie' foods are those which contribute mainly calories to the food intake and very little on any nutrients.

Carbonated beverages
Potato chips
Pretzels
Popcorn
Candy

Family and Community Health

A. FOLLOWS PREVENTIVE MEASURES HELPFUL IN MAINTAINING GOOD HEALTH

A.1 Arranges for children to have dental check-up at least once a year, if free dental care is available . . . . . _____

Questions: 3A.1(a), (b), (e), (f), (g)

Note: Score only if answer to 3A.1(a) is "Yes," or if answer to 3A.1(c) is "Yes." Otherwise, record as N.A.
Score only for children of school age.
Score "0" if some children of school age have not seen dentist in more than two years.

5	4	3	2	1
All children now in school have had dental check-up within the last 12 months, either through school's or parent's efforts.		All school-age children have been to the dentist within the last 18 months, or all but one have been within the last 12 months.		All children of school age have been to the dentist within the last 24 months, or all but one have been within the last 18 months.

A.2 Arranges for physical exam for all family members at least every two years if free medical care is available . . . _____

Questions: 3A.2(a) through (i). Score whole section as one answer.

Note: Score only if answer to 3A.2(a) is "Yes," or if answer to 3A.2(c) is "Yes." Otherwise, record as N.A.
Score "0" if some family member(s) have not had a physical examination for more than 4 years.

The term "all family members" is interpreted as meaning mother and school age children only--the father is not included here.

5	4	3	2	1
All family members have had physical exams in the past 2 years.		All children have had physical exams within last 2 years, but she has not had a check-up since about 3 years ago.		Some family member(s) have not had physical exams for more than 3 years.

Family and Community Health

A.6 States that each of the following is important and gives at least one reason why each is important: (a) going to doctor or clinic soon after suspecting pregnancy, (b) eating a balanced diet during pregnancy, and (c) taking baby for recommended check-ups . . . . . ____

Note: This question is scored in 5 separate parts, each worth 1 point. Assign points as described below:

Part I Question: 3A.6(a) ____
(1 point possible)

1 point if she says woman should go to the doctor or clinic within 2 months after she suspects she is pregnant.

Part II Question: 3A.6(b) ____
(1 point possible)

1 point if she gives reason(s) involving the health of the mother or child or both.

Examples:
"So the doctor can make sure nothing is wrong."
"He may want her to start taking vitamins."

Part III Question: 3A6(c) and (d) ____
(1 point possible)

1 point if she indicates any of the following:
(a) that it's important to follow doctor's advice about diet during pregnancy (this could be his advice about weight control).
(b) that diet should include foods from each of the four Food Groups
(c) that milk is especially important during pregnancy
(d) that extra vitamins and/or minerals might be needed.

Part IV Question: 3A.6(f) ____
(1 point possible)

1 point if she says baby should be taken for a check-up after not longer than 2 months.

Family and Community Health

Part V Question: 3A.6(g)
(1 point possible)

1 point if she gives reason(s) involving health of the child

Examples:

"To see if he's developing normally."
"Doctor said to bring him for a check-up then."

B. RECOGNIZES COMMON SIGNS OF ILLNESS

B.2 Describes a minimum of 3 symptoms of drug use . . . . . ____

Question: 3B.2(a)

Note: Score "0" if she cannot give any symptoms of drug use.

5	4	3	2	1
Describes two or more symptoms in some detail and one or more general symptoms.		Explains one specific symptom and one or more general symptoms, or 3 general symptoms.		Mentions one general sign of drug usage.

Examples:

"Specific symptoms" - "His personality changes--he becomes withdrawn, moody, irritable."
"The pupils of his eyes are dilated."
"They have needle puncture marks over veins in crook of elbow if they are injecting it."

"General symptoms" - "You can tell by his eyes."
"He acts different."

E. RECOGNIZES PRACTICES CONDUCIVE TO MENTAL HEALTH

E.2 Seeks advice or help with problems she can't solve by herself . . . . . ____

Questions: 3E.2(a) and (b)

Note: Score "0" if she does nothing about the problem (examples: "Just let it ride," or "I'd just worry about it I guess.") and says she would not talk it over with anyone.

Family and Community Health

5	4	3	2	1
Seeks advice or help from someone else.		Usually seeks help or advice, but would not for some problems.		Does something to take her mind off problem or says she would pray about problem, but doesn't talk it over with anyone.

Examples:

5 points - "I usually talk it over with my husband."
"I'd call my mother or my sister and get their advice."

3 points - "Most of the time I would ask my husband, but for some problems I wouldn't be able to talk to him."

1 point - "I'd do housework or rearrange furniture or something so I wouldn't have time to worry about it."
"I usually pray about it if I have a problem."
"I don't like to talk about my problems to anyone--I'd just read a magazine or something to take my mind off it."

C. KNOWS HOW TO HANDLE COMMON HEALTH PROBLEMS AND EMERGENCIES

C.1 Expresses confidence in her ability to care for an ill person . . . . . .____

Questions: 3C.1(a), (b) and (c)

Note: This is scored in two separate parts. Assign points as described:

Part I Question: 3C.1(a)
(2 points possible)

2 points if she can take temperatures and read thermometers.

Part II Question: 3C.1(b) and (c)
(3 points possible)

1 point for each method given for preventing the spread of a communicable dieease.

Examples:

"Keep others out of sick person's room."
"Sterilize sick person's dishes."
"Keep eating utensils separate."

Family and Community Health

C.2 Differentiates between health problems which require doctor's attention and/or advice and those which do not ____

Questions: 3C.2(a), (b), (c), (d)

Note: This is scored in three separate parts. Assign points as described:

Part I Question: 3C.2(a) ____
(2 points possible)

2 points if she says she would call doctor, or take person to doctor's office or hospital.

Part II Question: 3C.2(b) and (c) ____
(1 point possible)

1 point if she says she would call doctor if cold persists or if child develops a fever.

Part III Question: 3C.2(d)
(2 points possible)

2 points if she says she would take child to doctor or hospital, or if she would call the doctor.

C.3 Explains first aid procedures she would use for some common emergencies . . . . . ____

Questions: 3C.3(a), (b) and (c)

Note: This is scored in 3 separate parts. Assign points as described:

Part I Question: 3C.3(a) ____
(2 points possible)

2 points if she says she would call doctor or hospital immediately or would induce vomiting and then call, or would read label on bottle and do what it says.

Part II Question: 3C.3(b) ____
(2 points possible)

2 points if she explains how to stop bleeding (using firm pressure directly over wound).

Family and Community Health

Part III Question: 3C.3(c)
(1 point possible)

1 point if she knows that person should not be moved

D. KNOWS SOURCES OF INFORMATION AND/OR HELP FOR HEALTH PROBLEMS

D.1 Identifies sources of information and/or help for the problems . . . . . ____

Questions: 3D.1(a) through (d)

Note: Check teacher's responses to see if answers given are correct.
Score "0" if she does not know name or location of any of the resources mentioned.

5	4	3	2	1
Knows names and approximate location of each existing resource.		Knows name of 2 or 3 resources and has some idea where they are located or how to find out where they are located.		Knows name of only one or two resources, and does not know where they are located.

Housing, Equipment and Furnishings

A. RECOGNIZES WAYS BOTH INDIVIDUALS AND GROUPS CAN WORK TO IMPROVE LIVING CONDITIONS

A.4 Describes some situations where improvements are not likely to be made unless a group of people work together . . . . . ____

Questions: 6A.4(a) and 6A.5(a) and (b)

Note: This question is scored in two separate parts. Assign points as follows:

Part I Question 6A.4(a)
(3 points possible)

1 point for each problem identified where group of people would be much more likely to get results.

Housing, Equipment and Furnishings

Examples: "Getting better housing"
"Trouble with landlords"
"Getting more police protection"
"Trying to get a recreation center for the teenagers--there is no place where they can hang around with their friends"

Part II Question 6A.5(a) and (b)
(2 points possible)

Note: Check teacher's responses to see if answer is correct.

2 points for knowing whether there are groups in neighborhood working for better housing, and if there are, explaining how they are going about it.

1 point for knowing that there are groups working for better housing, but not being able to explain what their methods are.

0 points if she does not know about groups working for better housing.

A.2 Describes ways one individual can work toward improving a neighborhood . . . . . .____

Question: 6A.1
Note: Score "0" if she says one person can't do anything.

5	4	3	2	1
Suggests helping clean up neighborhood or working to keep it clean or mentions way(s) of helping others in neighborhood.		Says each person can keep his own property clean and in good repair.		States that one person can help improve the neighborhood, but does not give examples of specific ways to help.

Examples:

5 points - "If you see papers on the ground, pick them up. If everybody did that it would really work."
"You could improve a neighborhood just by being a better neighbor, and helping other people out once in a while."

Housing, Equipment and Furnishings

3 points-"Keep your own place looking nice."

A.1 Explains who to contact concerning improvements needed in the neighborhood . . . . . ____

Question: 6A.2(a) and (b)

Note: Score "0" if she doesn't know who to contact about either problem. Check teacher's responses to see if her answer is correct.

5	4	3	2	1
Knows who to contact for both of the problems described.		Explains who to call about one of the given situations.		Describes how to find out who to contact regarding problems.

C. KNOWS HOW TO PERFORM TASKS INVOLVED IN IMPROVEMENT OR MAINTENANCE OF A HOME AND ITS FURNISHINGS

C.2 Cites examples of ways to improve storage . . . . . ____

Question: 6C.2(b)

Note: Assign points as follows:
(5 points possible)

1 point for each solution offered. Solution could involve increasing the amount of storage space available (making or buying extra shelves, closets, etc.) or reorganizing storage (moving rarely-used items to attic or basement, getting rid of 'junk,' etc.)

D. KNOWS HOW TO SELECT AND USE EQUIPMENT TO SAVE TIME AND ENERGY

D.1 Knows how to use the equipment she has so that she can take full advantage of features . . . . . ____

Question: 6D

Note: Score as follows:
(5 points possible)

5 points if she says she does not have any equipment or appliances which she doesn't know how to use.

Housing, Equipment and Furnishings

3 points if she has some piece of equipment she doesn't know how to use, but indicates some effort made to learn how to operate it.

2 points if she says she wants to learn how to use some piece of equipment.

0 points if she has equipment she doesn't know how to use but expresses no interest in learning how to use it.

Family Economics

A. USES SOUND CONSUMER PRACTICES

A.1 Compares prices at different sources when possible before making a major purchase . . . . . ____

Questions: 4A.1(a) and (b)

Note: If person gives a reason why she can't go to 2 or more stores for purchases, score as N.A. (Examples: transportation problems, special needs for credit, for extra-large sizes, etc.)

This is scored as 2 separate parts--one regarding a large purchase, one involving smaller purchases. Assign points as described:

Part I Question: 4A.1(a) ____
(2 points possible)

2 points if she goes to 2 or more stores so that she can compare prices and/or quality of coats.

1 point if she goes to 2 or more stores, but gives a reason other than comparing price and/or quality.

Part II Question: 4A.1(b) ____
(3 points possible)

3 points if she goes to 2 or more different stores and mentions price and/or quality variations as reason for doing it.

Family Economics

2 points if she sometimes goes to 2 or more stores to buy their "specials," but sometimes only shops at one store.

1 point if she goes to only one store, but says it has the best prices in the area.

A.2 Consults some source of information concerning different brands, models, features, etc., before making major purchases . . _____

Question: 4A.2

Note: Score "0" if she says she would not ask anyone, or would ask only the salesman, or would base decision on TV or other advertisements about the appliance.

The term "source of information" is defined as a person who would be likely to know about or how to find out about the subject, or could also be a reference such as Consumers Report or similar publication.

5	4	3	2	1
Would consult with someone. Gives an example of an unbiased source of information.		Would ask someone for advice, but does not say who, or person mentioned is not likely to be a particularly valuable source of information.		Would not ask for advice but would base decision on her past experience with different brand names, etc.

Examples:

5 points "I'd ask the teacher here (at the Center)."
"I usually look it up at the library to see how different brands compare."
"I think you could ask the County Extension agent about it."

3 points - "I'd ask a friend."
"My husband would decide which to buy."

1 point - "We've had good luck with Zenith, so we'd probably stick with them."

A.4 Explains where she could get help with interpreting a contract, so that she knows what the conditions are before signing ____

Question: 4A.4

Note: Score "0" if she says she doesn't know. Assign points as described:

(5 points possible)

5 points if she names a source of help, such as the Legal Aid Society, a lawyer, a Consumer Protection Agency, etc.

3 points if she explains how to find out where to get help.

1 point if she knows there are places you can get help, but doesn't know where they are.

A.5 Refuses to sign any contract until all blanks are filled in . . . . . ____

Questions: 4A.5(a), (b) and (c)

Note: (5 points possible)

5 points if she says she would not sign a contract until all blanks were filled in because they could write in any amount and she'd be responsible.

3 points for saying she wouldn't sign (but doesn't give reason).

A.7 Explains that a person can cancel a contract he signed in making a purchase from a door-to-door salesman, by notifying the company within 3 days (72 hours) that he wishes to cancel ____

Questions: 4A.7(a), (b) and (c)

Note: Score "0" if she says there is nothing you can do to get out of the contract once you've signed it.

5	4	3	2	1
Explains that you have 72 hours to cancel if you change your mind, and tells how you go about doing it.		Knows there is something you can do to get out of contract, but doesn't know specifics. Does know how to find out more about it.		Uncertain about ways to get cancellation. Says she would try calling them to see if she could get out of it.

Family Economics

B. RECOGNIZES THE IMPORTANCE OF PLANNING HOW MONEY IS TO BE SPENT

B.2 Differentiates between situations when planned spending is crucial and situations where it is not so crucial ____

Questions: 4B2(a) through (d)

Note: Score "0" if she selects answer # 2.

5	4	3	2	1
Chooses answer #1. Uses some kind of plan for expenditures and says she can get more for her money by planning ahead.		Selects answer #3. Plans major purchases, or that she only spends without planning if there is extra money.		Chooses answer #3. Usually plans, but sometimes makes unplanned purchases even though there is no extra money.

Examples:

5 points - "I only have so much money to spend, so I have to plan--that's the only way I can make ends meet."
"We put a lot of thought into it when we have to spend a lot of money--for smaller things we put aside so much and then stick to it."
"I usually plan ahead, but if I see something on sale that I need I might buy it sooner than planned."

3 points - "I plan and buy what I need, then if there's extra money I can buy other things."
"I sometimes buy gifts or other little things if I have money left over."
"If you don't plan at all you can get really messed up, but if you plan everything you can't buy extra things you like and you'll do it anyway."

1 point - "When I get depressed I go shopping and sometimes charge things we really can't afford."
"Sometimes I just see something I want and buy it, or I'll see something on sale and buy it, even though I don't really need it."

C. UNDERSTANDS WISE USE OF CREDIT

C.1. Compares the finance charges from 2 or more credit sources when feasible before deciding where to ask for credit _____

Questions: 4C.1(a) through (d)

Note: Score as N.A. if she mentions reasons for choosing method of payment such as, "If you're on Welfare you can't get a loan from a bank" or "The loan company won't say much if you miss a payment--the store would come repossess it if you missed a payment."

This item is scored in two separate parts. Score as described:

Part I
(3 points possible) _____

3 points if she mentions the idea of comparing the cost of two different methods of payment.
Examples:
"Depends on the interest each place would charge."
"See if the store has carrying charges and if so how much that would add on."
"It would be cheaper to just save the money--then you wouldn't have to pay any interest."

Part II
(2 points possible) _____

2 points if she knows that credit costs less at a bank.

C.3 Explains that when a store repossesses an article, the person who signed the contract must still continue to make payments for the article . . . . . _____

Questions: 4C.3(a) and (b)

Note: Score as described: (5 points possible)

5 points if she realizes that you may have to continue paying even after article is repossessed.

Examples:

"I think you still have to pay--you signed a contract to pay so much and they could still hold you to it."
"If they don't get enough money when they sell the repossessed TV they make you make up the difference."

C.3 continued

2 points if she's not sure, but says you might have to pay.

0 points if she says you would no longer be responsible to them once they repossess the item.

D. KNOWS SOME WAYS TO GET THE MOST FOOD VALUE FOR HER MONEY

D.1 Describes several ways a person can get the most for her food dollar . . . . . ____

Question: 4D.1

Note: Score "0" if she cannot give any examples.

5	4	3	2	1
Describes five or more ways to save money when buying foods.		Identifies three ways to get more for your food dollar.		Mentions one method of saving money when buying groceries.

D.4 Uses powdered and/or evaporated milk for cooking and/or drinking . . . . . ____

Question: 4D.4

Note: This question has two separate parts. Score as described:

Part I ____
(2 points possible)

2 points if she has tried using powdered milk in cooking

Part II ____
(3 points possible)

3 points if she says she uses powdered and/or evaporated milk for two or more purposes

2 points if she identifies only one use for either type of milk

1 point if she says she only uses powdered and/or evaporated milk only occasionally

D.8 Compares prices of nationally advertised brands of foods with prices of store brands, before deciding which to buy . . . . . .____

Question: 4D.10

Note: Score as two separate parts. Assign points as described:

Part I
(3 points possible) ____

3 points if she says she would buy unadvertised brand at least once to try it if it were cheaper than the advertised one.

Part II
(2 points possible) ____

2 points if she realizes advertised brands are usually more expensive.

E. UNDERSTANDS FACTORS TO CONSIDER IN BUYING CLOTHING

E.1 Identifies factors to consider before buying clothing, such as durability, ease of care, cost, suitability .____

Questions: 4E.1(a) and (b)

5	4 3	2 1
Identifies five or more factors she would consider before buying a dress.	Specifies three qualities she would think about before choosing a dress.	Mentions only one factor which would help her select a dress.

E.4 Reads labels and/or hangtags before buying clothing .____

Questions: 4E.4(a), (b) and (c)

Note: This item is scored as three separate parts. Assign points as follows:

Part I
(2 points possible) ____

2 points if she reads labels before buying garment.
1 point if she sometimes does and sometimes doesn't read the label.

Part II
(1 point possible) ____

1 point if she looks for care instructions on label or tag.

E.4 continued

Part III
(2 pt. possible)

2 points if she has used label information to help make a decision about a purchase.

F. KNOWS GUIDELINES FOR SELECTING FURNITURE AND EQUIPMENT

F.1 Identifies ways to judge quality of furniture in terms of durability . . . . . ____

Question: 4F.4

5	4	3	2	1
Identifies three or more specific guidelines for selecting durable furniture.		Identifies two specific points to check in judging durability of furniture, or gives 4 or more general characteristics to evaluate.		Explains one specific guideline, or two or more general points to consider in examining furniture.

Examples:

Specific guidelines - "See if the fabric is closely woven."
"Read label to see if there's a stain-repellent finish."
"Check to see if cushions are just foam rubber or something more durable."

General points - "Check the way its built."
"Look at the material."
"The wood."
"See if its sturdy."

Management of Personal and Family Resources

A. KNOWS COMMUNITY R SOURCES THAT ARE AVAILABLE

A.1 Identifies community resources available for the following purposes: (a) legal aid problems, (c) marriage and family counseling, (e) housing problems, (f) finding a job, and job training, and (g) adult education classes . . . . . ____

Question: 7A.1

Note: Score "0" if she does not know name or location for any of the resources mentioned.

Check teacher's responses to see if answers given are correct.

A. KNOWS COMMUNITY RESOURCES THAT ARE AVAILABLE

5	4	3	2	1
Knows names and approximate location of each existing resource.		Knows name of 3 or 4 resources and has some idea where they are located.		Knows name of only one or two resources, and does not know where they are located.

B. RECOGNIZES WAYS TO INCREASE HUMAN RESOURCES AVAILABLE

B.1 Has other family members help with household chores, if desired and feasible, depending on abilities, ages, other responsibilities, etc. . . . . ____

Question: 7B.1(a) and (b)

Note: Score as N.A. if she says children are too young, or she prefers to do chores herself, or others are too busy to help or if she lives alone.

Assign points as follows:

5 points if she says "yes, others do help with the work"

3 points if she says they sometimes help

0 points if she says they do not help with the work (but not because of any of the reasons given above.)

Relationships of the Individual and Family

A. RECOGNIZES NEEDS OF FAMILY MEMBERS

A.4 Tries to understand and consider the point of view of each person involved in a family conflict . . . . . ____

Questions: 8A.4(a), (b) and (c)

Note: Score "0" if she makes no attempt to see other person's point of view.

5	4	3	2	1
Attempts to understand and consider other's point of view in each situation described, &/or suggests talking problem over together.		Considers other's feelings in at least 1 of the cases given, &/or says she would talk the problem over to help settle it.		Predicts how other person may react in cases described, but does not seem to be sympathetic to other person's wishes.

A. RECOGNIZES NEEDS OF FAMILY MEMBERS

Examples:

5 pt. - "It may injure husband's pride if wife gets a job."
"You could plan things for family that son would be interested in - at that age they usually just want to be with their friends though."
"She won't be happy doing something she doesn't like, and her happiness is what is important after all."
"Talk with son about why he doesn't want to stay home more and about why you want him to."
"Go to a marriage counselor for help."

1 pt. - "Let her be what she wants, or she'll run away."
"Just stay home, so your husband won't yell at you."
"If I wanted a job, I'd just go get one - he'd be upset at the time, but he'd get over it."

0 pt. - "Just put your foot down and make your son stay home."
"She should get the job - a woman needs to get out of the house."

Relationships of the Individual and Family

A.5 Talks about family problems with the person(s) involved, in an effort to find an acceptable solution . . . . . .____

Questions: 8A.7(a) and (b)

Note: Score "0" if she says she would not talk it over

5	4	3	2	1
Talks problem over with person involved so a settlement can be reached.		Usually talks to the person about the problem.		Only occasionally talks over problem with the person involved.

Examples:

5 pt. - "I may wait until I've cooled down some, but then we talk and argue until we get it ironed out."
"Argue it out - you feel better after its over and settled."

3 pt. - "There are some things we don't talk about, but usually we talk things over between us."

1 pt. - "I usually just give in and let him have his way, but sometimes I try to talk him into doing what I want him to."
"I don't very often try to talk over a problem with him - I hate to get involved in a big argument."

0 pt. - "Just go read or something until it blows over - I don't want to get in a fight."
"I just shut up and won't talk to anybody."

B. DEVELOPS OWN ABILITIES AND BROADENS INTERESTS

B.4 Expresses pleasure, satisfaction, or pride in some recent accomplishment . . . . . ____

Question: 3E.3(a)

Note: Score "0" if can't think of any examples.

5	4	3	2	1
Describes one or more major accomplishments she feels proud of.		Mentions 3 or more minor achievements she feels pleased about.		Explains one minor accomplishment she is proud of.

Examples:

Major accomplishments - "I stopped sitting home all day and got a job."
"I came back to school after several years of not learning or doing anything."

Minor accomplishments - "I made a dress for my daughter."
"I learned how to make pies from scratch."

Appendix

Some Common Foods Which are Good Sources of Iron*

A. (1 point answers)

Food sources which provide a minimum of 25% of the Recommended Dietary Allowance for women 18-35 years of age, in a normal serving.

Meat:

Liver

B. (½ point answers)

Food sources which provide a minimum of 10% of the Recommended Dietary Allowance for women 18-35 years of age, in a normal serving.

Meat:

Beef
Pork
Veal

Green vegetables:

Beet greens
Dandelion greens
Lima beans, green
Peas
Spinach

Legumes:

Kidney beans
Lima beans
Navy beans

Dried fruits:

Apricots
Prunes
Raisins

C. (½ point answers)

Food categories which include many sources providing a minimum of 10% of the Recommended Dietary Allowance.

Dried fruits
Enriched cereals
Leafy green vegetables
Meat

* Based on information from "Nutritive Value of Foods," U.S. Dept. of Agriculture, Washington, D.C.; "Recommended Dietary Allowances," Revised, 1968, National Academy of Sciences, National Research Council, Washington, D.C.; and "Composition of Foods," Agriculture Handbook No. 8, U.S.D.A., Washington, D.C.

Some Common Foods Which Meet the Criteria for a "Good Source of Vitamin C"[1]

Fruits:

- Grapefruit
- Grapefruit juice
- Oranges
- Orange juice
- Strawberries

Vegetables:

- Broccoli
- Green peppers
- Kale
- Mustard greens
- Spinach
- Tomatoes
- Tomato juice
- Turnip greens

[1] A "Good Source of Vitamin C" is defined as a food source which provides a minimum of 50% of the Recommended Dietary Allowance for women 18-35 years of age, in one normal serving (1 piece fruit, ½ c. vegetable, 1 glass juice, etc.)

Some Common Foods Which Meet the Criteria for a "Good Source of Vitamin A"[2]

Fruits:

- Apricots
- Cantelope
- Peaches

Vegetables:

Yellow:

- Carrots
- Sweet potatoes

Green:

- Broccoli
- Kale
- Mustard greens
- Spinach

[2] A "Good Source of Vitamin A" is defined as a food source which provides a minimum of 25% of the Recommended Dietary Allowance for women 18-35 years of age, in a normal serving.

MEASURES RELATED TO ATTITUDE AND PROFICIENCY OF PROFESSIONAL STAFF

Center_____

Date_____

Observer_____

RECORD OF OBSERVATION

List any evidence of program participants' understanding and/or application of consumer education concepts and homemaking concepts (both positive and negative) in columns below. If negative, describe how the teacher reacted. When 'teachable moments' occur, describe briefly in appropriate column.

Note: As much as possible, record names of participants involved.

Positive	Negative	If negative, what happened?	Teachable moment utilized	Teachable moment passed by

2. Did participants seek out staff for help on problems? Describe the kind of problems mentioned and staff reactions.

3. Describe any preparation that had been made by the teacher and/or aide(s) for today's program:

4. Is a calendar of activities posted where participants can see it?
   Record information about programs planned for this month:

5. (a) Which general and/or specific objectives did you see the staff working toward today?
   (b) Did participants make any suggestions or comments indicating interests, needs, or desires about future program offerings? If so, how did teacher respond? Was any indication made that she planned to follow through on the program idea?

6. (a) Explain methods used for teaching today's program.
   (b) Note response of audience (interest expressed through questions, comments, attentiveness, etc.)

7. Describe how each staff member spends his time today (teacher and aides). (If recruiter is not present, ask teacher where he is today. If any staff member is absent, ask teacher reason for absence.)

8. List the number of participants today and their general activities.

9. Describe any characteristics or comments of participants today that might indicate whether or not they come from the target population.

10. Briefly describe the activities in the child care area occurring today.

11. During your observation of the child care area, were

disciplinary actions needed? Used? Were methods used appropriate? Explain.

12. Check any of the following that you saw the child care aide providing for today:

_____"small muscle development" activities
_____"large muscle development" activities
_____creative expression through art, dramatic play, etc.
_____story time
_____a nutritious snack and/or meal
_____helping children learn to share and/or play together cooperatively
_____a safe environment
_____help children prepare for school (learn names of colors, shapes, numbers, etc.)
_____encouraging curiosity (as opposed to "sit still, be quiet" attitude)

Center_____

Completed by_____

RECORD OF CRITICAL INCIDENTS 1971-72

Note: A critical incident involves a change in the learner as a result of an action or situation involving the teacher, aide, or some aspect of the homemaking center.

Name of Participant Involved, and Date of Incident	Describe the incident and tell why it seemed important	Plans for follow-up action	Specific change(s) resulting from this incident

OUTREACH PROGRAM EVALUATION FORM

Person in charge of program_____

Number of people in audience_____

Publicity--How were people told about the meeting?

Title or topic of meeting_____

Length of Program_____

Brief description of content and method of presentation:

Evaluation:

a) Describe audience response. Were questions asked, did people seem attentive, etc.?
What comments did they make after the program regarding its interest value, etc.?

b) Describe your personal responses. Would you do it over again? How should it be changed? Etc.

Center_____

Dates_____

Observer_____

OVER-ALL IMPRESSIONS FOR 2-DAY VISIT #____

1. Did staff seem interested and enthusiastic? Explain.

2. Is optimum use being made of aides' capabilities? Give evidence. (For example, did teacher ask for aide's opinions, follow aides' suggestions, or give aide a chance to assume more responsibility, etc.)

3. Do you feel child care service is functioning as a learning laboratory? Explain.

4. Check any of the following difficulties being encountered, and give details:

_____lack of community cooperation?
_____voluminous record keeping?
_____extent to which real problems were attacked?
_____claims of help exaggerated?
_____participants who wanted only to sew?
_____establishment of program objectives?
_____legal responsibilities?
_____militants?
_____location of center?
_____hours program offered?
_____other difficulties? Describe:

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Community Service Education

END OF PROJECT INTERVIEW: PROFESSIONAL HOME ECONOMISTS
(1971-1972 Operation)

1. What has been the attendance pattern of participants?

2. In what areas of home economics were participants most interested? Do you feel these were the areas in which they most needed help? Explain.

3. What teaching methods seemed most acceptable to participants?

   Why?

4. Have participants felt free enough to confide in you about personal problems? For what types of problems did they request help?

5. Have participants felt free enough to confide in aides about personal problems? For what types of problems did they request help?

6. How do you define "target population" for your center? Who are they?

7. What percentage of your participants come from the target population? What evidences do you have that they are from the target population? (Describe them)

8. What evidences would you cite that the rest are not from the target population?

9. What methods of recruitment have you tried?
   What methods were most successful?
   Why do you think these methods worked best?
   Why do you think the unsuccessful methods didn't work?

10. Do you know of any reasons why some people who knew about the center decided not to participate in the program? If so, explain.

11. Why do you think some participants drop out before they have been involved in center activities very long?

12. To what extent have you followed up drop-outs from the program? What reason(s) caused dropping out?

13. How do you help participants toward independence (vs. dependence on center facilities and staff) so that learnings can be successfully applied in own home?

14. Cite participants' applications in their homes or in their work of Center learnings.

15. Name the <u>new interests</u> that participants in your center have developed.

16. What other programs are operating in the area for the target population? What do they do?

17. What neighborhood social service or other community resources have you used?

18. To what extent are participants using government resources and/or community resources more as a result of your program? Give examples of the resources being used.

19. To what extent did the program operate as proposed for 1971-1972?
Program content?
Numbers and types of persons served?
Facilities?
Costs?

20. To what extent have you been able to try out <u>your own new ideas</u> in the program?

21. Had you had any surprises related to ideas that worked out well that you have been skeptical about?

22. To what extent did the program provide specifically for helping participants gain consumer education skills?

23. What learning materials have you or your staff produced this year (1971-1972)?
Bulletin board displays
Curriculum materials
Learning packages
Illustrative materials
for sewing
for other areas

How can a staff manage time to produce these needed materials?

24. What (specifically) are you doing about OUTREACH programs?
What do you see in the future for these efforts?

25. How often did your Advisory Committee meet?
How many were active members? (Attended at least half of the meetings)
What groups did the active members represent?
What kinds of help did they provide?
Did they curtail or restrict program against your judgment?

26. What volunteer help have you used?
Describe the help given to the program.

27. Have you lost any of your staff this year? If so, give reasons:

28. What do you see as an ideal staffing pattern for your program?

29. Describe your 1971-72 in-service aide training program.
Content (specifically)
Hours per week
Regularity
Aide reactions

30. What do you see as <u>advantages</u> and <u>disadvantages</u> of your location?

31. In what ways (specifically) did lack of space or lack of equipment hamper your program? Explain.

32. In what ways have any individuals or groups taken advantage of or influenced your program in any way?
Who have these individuals or groups been?

33. What are the problems you have encountered during 1971-72?

34. What solutions to these problems seem to be working?

35. Specifically, how has the 1971-72 program improved over the 1970-71 program?

36. In what specific ways would you improve your program? (List)

37. What changes in the state-wide set up of the center programs would you like to see?

38. Overall, how worthwhile would you say your program has been this past year?

39. To what extent were you responsible for preparing 1971-72 (and 1972-73) proposal for funding of your program?

Budget?

Program objectives?

40. Describe what help you receive from the program administrator:
program administration including fiscal accounting
supervision
staff recruitment and hiring
encouragement

Teacher Background

41. College:

42. Degree:

43. Major:

44. Minor:

45. Type certification
Adult Educator
Provisional
Permanent
Special City (e.g., NYC)
Other:

46. Experience:

Type	Years
Public School	_____
Extension	_____
Social Worker	_____
Homemaker	_____
Business	_____

Center_____

RESOURCE RECORD 1971-1972

RESOURCE (guest speaker, movie titles, etc.	TOPIC	ATTENDANCE	STUDENT REACTIONS	TEACHER REACTIONS

Center_____

Month_____

Completed by_____

DAILY PROGRAM 1971-72

Directions: Record <u>each</u> activity available to your participants each day. In the 3rd column, give the initials of the teacher or aide in charge of the activity. In the 4th column, write the approximate length of time the activity lasted (in hours or fractions of an hour). Do not record activities that last less than 1/4 hour.

Date	Activity	Person in Charge	Length of Time	Number of People Participating

MEASURES RELATED TO ATTITUDE AND PROFICIENCY OF PARAPROFESSIONAL STAFF

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Ithaca, New York 14850

FEELINGS ABOUT AIDE JOBS

Most people have a variety of feelings about their job. The statements in this questionnaire represent some feelings that aides may have toward Aide jobs.

Please carefully read each statement and decide if you:

- strongly agree with the statement
- mildly agree with the statement
- mildly disagree with the statement
- strongly disagree with the statement

Then, draw a circle around:

- the "A" if you strongly agree with the statement
- the "a" if you mildly agree with the statement
- the "d" if you mildly disagree with the statement
- the "D" if you strongly disagree with the statement

Draw a circle around the letter that is closest to your opinion or feeling toward the statement.

Please answer all questions.

Remember - THERE ARE NO RIGHT OR WRONG ANSWERS TO THESE STATEMENTS. It's <u>your</u> opinion that counts.

A Strongly agree		a Mildly agree	d Mildly disagree	D Strongly disagree
A a d D	1.	I feel this is a job where you can always do more than what is required.		
A a d D	2.	I've been a homemaker for a while but I think I still need to have training about homemaking skills and information.		
A a d D	3.	Even though the teacher asks the aides to make suggestions to improve the program, I feel it is better not to make too many suggestions.		

A Strongly agree	a Mildly agree	d Mildly disagree	D Strongly disagree

A a d D 4. The aides who are doing the best job should be the ones to receive wage increases.

A a d D 5. It's important to get along with the teacher because she does most of the hiring and the firing.

A a d D 6. I really feel that I am superior to most of the participants I work with.

A a d D 7. I feel that my beginning training was inadequate for starting the aide job.

A a d D 8. My family and friends look up to me now that I am an aide.

A a d D 9. It's asking too much of an aide to keep confidential most of the things a participant tells her.

A a d D 10. I like having a job that I can forget about when I come home from work.

A a d D 11. It's important to me to have a job where I can go ahead and do things on my own.

A a d D 12. I feel that my opinions don't count on this job.

A a d D 13. All an aide owes to her job is to work the number of hours agreed upon.

A a d D 14. No matter how unimportant a request from a participant may seem to me, it is important to her that I follow through.

A a d D 15. Even though I don't make any more money on this job than what I could get from other sources, I would rather get it by staying on this job.

A a d D 16. It's okay to criticize the program when talking to other aides.

A a d D 17. A steady job is more important to me than one that offers opportunity for more responsibility and higher pay.

A a d D 18. I like having a job that lets me tell other people what to do.

A a d D 19. I think that the most effective aides are the ones who can understand low income situations.

A a d D 20. The least important thing I look for in a job is to be treated as a person.

A a d D 21. The fringe benefits that this job provides are about as good as I've had with any other job.

A a d D 22. One of the best things that has happened to me on this job is that I have made friends with other aides.

A a d D 23. I feel that this program expects too much from aides as to job responsibilities in relation to the pay we receive.

A a d D 24. I feel that I am doing a service for these people by teaching them information which they may never have a chance to learn.

A a d D 25. A person should be glad just to have a job and not be concerned about opportunities for advancement.

A a d D 26. I would just as soon not meet any of the participants from the center when I am on my own time.

A Strongly agree	a Mildly agree	d Mildly disagree	D Strongly disagree

A a d D 27. I would rather have a job where I don't have to make decisions.

A a d D 28. This job gives me a chance to make a contribution that other people may not be able to make.

A a d D 29. Having a job with a program that is publicly known makes it even more necessary for me to do a good job.

A a d D 30. What I'm learning on this job probably won't help me if I need to get another job for pay.

A a d D 31. Most of the time I feel that I am not helping participants to make a better life for themselves and their children.

A a d D 32. I like having a job where there is a chance to be a friend of the teacher.

A a d D 33. There are too few occasions on this job when I can use my own judgment in deciding how to go about doing my work.

A a d D 34. I like this job so well that I don't mind there not being much chance of promotion.

A a d D 35. The teachers that I work with are people whose knowledge I respect.

A a d D 36. I don't think anyone should expect aides to come up very often with new suggestions for working with participants.

A a d D 37. I would prefer a job where I'm not always meeting new people and situations each day.

A a d D 38. I like having a job where I can ask my co-workers for advice and suggestions and can talk over my problems.

A a d D 39. It's better to have your friends outside of work and not become too friendly with your co-workers.

A a d D 40. I like being supervised by a person who understands the problems I have.

A a d D 41. Whether or not a person likes a job, she should do the best she can.

A a d D 42. It doesn't make any difference to me when another aide "goofs off" during work time.

A a d D 43. On this job, I am not encouraged to try out my own way of doing things.

A a d D 44. I like the feeling that I am learning something new every day while I'm on my job.

A a d D 45. It bothers me when I think another aide might be doing a poor job with the participants she works with.

A a d D 46. It would not bother me to have a job where the other workers did not get along with each other.

A a d D 47. After a while I think that I will get tired of listening to the problems and complaints that participants have.

A a d D 48. I can accomplish more on this job than I could working in a store, office or factory.

A Strongly agree	a Mildly agree	d Mildly disagree	D Strongly disagree

A a d D 49. Since I realize the teacher trusts me, it would not be right for me to take advantage of her by doing my personal business while on work time.

A a d D 50. It's important to get along with the other aides on the job because people work better when there is a pleasant atmosphere.

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END-OF-PROJECT AIDE INTERVIEW/QUESTIONNAIRE

1. Why did you choose to take this job?

2. Do you like your job?

   What do you think are good things about your job?

   Are there any things you don't like about the job?
   (Probe: Could you tell me more about it?)

3. Could you describe your job duties/responsibilities to me?

4. Child Care Aides: Have you ever worked with children before this?

   (If yes: With what age children did you work? How long a time did you do that?)

5. Have you had an opportunity for any inservice or additional training since you started this job?

   (If yes: Could you tell me about it?)

6. Are there any areas of consumer education or homemaking that you would like more training or information about?

   (If yes: Could you give me some examples of things you'd like to know more about?)

7. Do you think what you are learning on this job will help you if you ever want to get another job?

   (Probe: Why do you say that?)

8. If you had your choice of any job, what type of job would you choose?

   (Probe: If you couldn't be an aide in this program what would you choose?)

9. Aides often have feelings about their job. Could you tell me how you feel about each of the following things:

   a. The amount of responsibility you have?

   (Probe: Do you feel you have too much or too little responsibility?)

b. Fringe benefits such as vacation time, sick leave, bringing your children to the center while you work?

c. The number of hours you work each week?

(Probe: Would you like to work more or less hours?)

d. The amount of pay you receive?

(Probe: It is adequate for the amount of time or the amount of responsibility you have?)

e. Trying out your own way of doing things or your own ideas?

(Probe: In this job can you try out ideas you have about programs or how to work with participants?)

10. In this program are you asked to make suggestions about what type of program to offer or how to work with participants?

(Probe: Could you tell me more about this?)

Do you think an aide should make suggestions?

(If she does not mention frequency ask:)
Would you say that you are _____seldom asked
_____sometimes asked
_____frequently asked

11. What kind of job training did you have before starting this job?

(Probe 1: What was the last grade in school you completed? If graduated from high school ask: Did you have any schooling beyond high school? List name of institution, length of time attending and type of training received.)

(Probe 2: Did you have a job before this one? Have you had any other jobs? How long did you work there?)

(Probe 3: Were you given any training for this job before you started working? If yes, ask her to describe the training program. Do you think the training was adequate to prepare you for your job?)

Education & Training	Job Experiences	Orientation to Center job; preservice training

12. Do participants confide in you about their personal problems? For what type of problems do they request help?

13. What do you think makes a program like this successful?

14. What are the problems this center encountered during the past year? How are these problems being solved?

15. Are there any changes you would like to see made at the center? If so, please explain.

16. Do you think this program is worthwhile?

    (Probe: Could you tell me why?)

17. In what ways do you think you've changed because of working in the program?

18. Do you have any other comments you'd like to make about your job or the program offered here at the Center?

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RATING SCALE FOR THE EVALUATION

OF PARAPROFESSIONALS IN THE

ADULT CONSUMER EDUCATION AND HOME ECONOMICS PROGRAM

AIDE_____ CENTER_____
DATE_____ RATED BY_____

DIRECTIONS: The following rating scale has been developed to judge the work performance of paraprofessionals in the Adult Consumer Education and Home Economics Program.

Read each description carefully. Underline the words or phrases in each block that best describe the person being rated. Write the whole number corresponding to the observed behavior in the box following the description.

KEY:
0 = no opportunity to observe the behavior
1 = aide is not meeting acceptable work standards; much improvement is needed
2 = aide needs a great deal of help and support to perform acceptable job
3 = aide is performing at acceptable level; however, encouragement and supervision is needed
4 = aide needs help only on occasion to perform at acceptable level
5 = aide maintains excellent degree of work quality; is self supporting and contributes to program

PHASE I: PERSONAL QUALITIES

	Unable to evaluate 0	5	4	3	2	1	Rating
Appearance (1)		Continually sets good dress example for participants--clothing is clean, pressed, mended.		Usually sets good dress example for participants--clothing is usually clean, pressed, mended.		Sets unacceptable dress example for participants--clothing is soiled and/or unpressed and/or unmended.	
(2)		Is always well groomed (hair is clean, make-up neat).		Is generally acceptably groomed (clean hair, make-up applied neatly).		Often appears poorly groomed (unclean hair, make-up sloppy application).	
Self Concept (3)		Seems to be aware of personal abilities (strengths and weaknesses); is able to build upon strengths in productive activities.		Apparently aware of some of her strengths and weaknesses; may need help in dealing with her weaknesses.		Appears unaware of realistic self-image. May underachieve in activities or take on activities above capabilities.	
(4)		Appears confident to begin new activities without direct supervision.		Appears somewhat confident in self but may need support from others.		Apparently lacks self-confidence, meets many suggestions to begin an activity with some form of a negative response.	
(5)		Freely offers suggestions and ideas for program.		Supports program with ideas but may need encouragement to do so.		Does not offer suggestions for program content.	
(6)		Capitalizes on opportunity to learn many new ideas at Center; appears eager to learn.		Seems anxious to learn some particular things at Center.		Does not take opportunity to learn new things at Center.	

Comments:

	0 5	4 3	2 1	Rating
(7)	Is generally enthusiastic and shows interest in own and others' activities.	Sometimes seems to be enthusiastic. Appears interested.	Seldom or never shows enthusiasm or interest in activities, participants or programs.	
Reaction to Problem and Change (8)	Aide is able to solve problems involving conflict or frustration in a mature way.	Usually tries hard but may act immaturely if blocked or frustrated.	Immature. When faced with conflict or frustration will cry, become depressed or moody, act aggressively.	
(9)	Adjusts to changes in program routine (such as pressures for deadlines, etc.) with very little difficulty.	Adjusts to changes in program routine but with some difficulty.	Adjusts to changes in program routine with a great deal of difficulty or does not adjust.	
Relationships with Others With Participants (10)	Is warm and friendly toward participants. Greets and welcomes them to Center.	Accepting of participants but may not openly express feelings.	Often appears cold and unfriendly toward participants. Waits for them to speak first or does not speak at all.	
(11)	Very effective in relating to persons of different cultures and life styles.	Generally effective in relating to persons of different cultures and life styles.	Very ineffective in relating to persons of different cultures and life styles.	
(12)	Rarely has conflict with participants (maintains friendly, kind attitude inspite of disagreement with a participant).	Sometimes has conflict with participants (may disagree with a participant but generally maintains friendly attitude).	Frequently has conflicts with participants (argues, acts unfriendly, downgrades a participant in front of others).	

Comments:

	0	5	4	3	2	1	Rating
(13)	Generally able to assess the needs of the participants (listens to participants' comments/problems/suggestions and brings these to teacher's attention in order to help participant).		Sometimes able, sometimes unable to assess the needs of participants (listens to participants' comments/problems/suggestions and sometimes brings these to teacher's attention in order to help participant).		Generally unable to assess the needs of the participants (ignores participants' request for help. Does not bring participants' needs to teacher's attention).		
(14)	Makes a sincere effort to motivate participants to learn.		Sometimes tries, sometimes does not try to motivate participants to learn.		Makes no effort to motivate participants to learn.		
(15)	Participants' conversations with aide reflects readiness to trust and confide in aide.		Participants' conversations with aide included a few of their own concerns and problems.		Participants' conversations with aide are limited to general topics.		
(16)	Shows perception and understanding of participants' needs.		Shows concern for participants' needs when brought to aide's attention.		Appears unconcerned and insensitive of participants' needs.		
With Aides (17)	Works well with other aides; volunteers assistance to other aides when time is available.		Cooperates with other aides.		Does own work but does not help others under any condition.		
(18)	Rarely has conflicts with other aides.		Sometimes has conflicts with other aides.		Frequently has conflicts with other aides.		

Comments:

	0	5	4	3	2	1	Rating
With Supervisor (19)	Willingly accepts suggestions and/or constructive criticism. Carries out suggestions and/ or makes needed improvements.		Able to accept suggestions and/or constructive criticism. Makes an effort to carry out suggestions and/ or make needed improvements.		Resists suggestions and/or constructive criticism. Makes no effort to carry out suggestion and/or make needed improvements.		
(20)	Aide asks supervisor for help when needed.		Aide sometimes asks supervisor for help when needed.		Aide rarely asks supervisor for help when needed.		
(21)	Does her work with a minimum of checking required by supervisor.		Work needs to be checked periodically by supervisor.		Aide sometimes needs to be pushed by supervisor; work needs to be checked frequently.		
(22)	Aide freely communicates useful information (about community or participants) to supervisor.		Aide communicates useful information (about community or participants) to supervisor when requested.		Aide rarely communicates useful information (about community or participants) to supervisor.		
Understanding The Program (23)	Almost always functions in accordance with her role in the program.		Sometimes does, and sometimes does not function in accordance with her role in the program.		Rarely functions in accordance with her role in the program.		
(24)	Understanding and acceptance of the goals of the program shown through constant work to help the program achieve its goals.		Understanding and acceptance of program goals may be limited sometimes does and sometimes does not help the program achieve its goals.		Little understanding or acceptance of program goals shown; rarely helps the program achieve its goals.		

Comments:

	0 5	4 3	2 1	Rating
(25)	Understands and constantly complies with ethical standards of the program (confidentiality, trustworthiness, etc.).	Has some understanding and/or usually complies with ethical standards of the program (confidentiality, trustworthiness, etc.).	Has little understanding and/or rarely complies to the ethical standards of the program (confidentiality, trustworthiness, etc.).	
	PHASE II: RECORD KEEPING ABILITY			
Legibility (26)	Records neat in appearance, typed or written in legible form and easily read. None or few cross outs or corrections.	Acceptable appearance; records are readable by anyone; few cross outs or corrections.	Sloppy appearance; difficult to read many cross outs and corrections.	
(27)	Aide records all necessary and/or important information.	Aide records some information but could be more thorough.	Aide records a minimum amount or no information.	
(28)	Aide's record file is up-to-date and complete daily or weekly.	Aide's records are generally complete by the end of each month.	Aide is a month or more behind in completing some or all record forms.	
	PHASE III: RECRUITING ABILITY			
(29)	Willingly recruits people to come to the Center. When possible includes recruiting in her schedule.	Is willing to do some recruiting when told or encouraged to do so.	Is not willing to do recruiting outside the Center.	
(30)	Participants come to the Center who speak of recommendation from aide. Sometimes she brings friend.	Aide mentions that she has told friends of the Center and invites them to come. May have brought one or two.	No indication that aide has encouraged friends to come to the Center. Has not brought anyone to Canter.	

Comments:

PHASE IV: JOB PERSISTENCE

	0 5 4 3 2 1			Rating
Interest (31)	Aide's enjoyment of job is evident; seems enthusiastic about the job.	Aide generally seems to enjoy the job; has good morale.	Aide does not appear to enjoy the job; has low morale.	
Attendance (32)	Excellent attendance record; very few absences over a year's period.	Absent not more than an average of once or twice a month.	Very frequent absences; average once a week or more often.	
(33)	Legitimate reasons are given for all or almost all absences.	Legitimate reasons are given for some absences.	No reasons given for absences or reasons given are not legitimate ones.	
(34)	Consistently on time for work; rarely if ever late.	Occasionally late; may be on time for several days and then late for a period of time.	Often or usually late for work.	
Responsibility (35)	Willingly accepts additional responsibility as situation warrants.	Accepts additional responsibility if encouraged or urged to do so.	Refuses to accept additional responsibility.	
Dependability (36)	Always carries through and completes task begun.	Usually completes tasks.	Seldom completes any task or job.	
(37)	Aide makes constant effort to improve the quality of her work.	Aide sometimes makes an effort to improve the quality of her work.	Aide makes no effort to improve the quality of her work.	

Comments:

	5	4	3	2	1	Rating
(38)	Aide makes an exceptional effort to learn and participate in all staff training, conferences and meetings.		Aide makes a reasonable effort to learn and participate in all staff training, conferences and meetings.		Aide makes a bare minimum of effort to learn and participate in staff training, conferences and meetings.	
(39)	Aide willingly does more than what the job requires. Requests resource materials, does extra reading about subject matter, etc.		Aide once in a while will do more than what is required. Sometimes requests resource materials, does additional reading, etc.		Aide puts her time in; does no more than minimum. Does not request additional resource materials.	
(40)	Aide keeps home and job responsibilities separate. Makes none or very few personal telephone calls during work time, etc.		Aide occasionally lapses; usually keeps home and job responsibilities separate. Sometimes makes personal phone calls during work time, etc.		Aide frequently lapses; home and job responsibilities are not kept separate. Frequently makes personal phone calls during work hours, etc.	
(41)	Has sufficient knowledge of subject matter to meet the demands of the job.		Has some knowledge of subject matter but would be more effective with additional training.		Job performance is definitely hampered by lack of knowledge of subject matter.	

Comments:

MEASURES FOR COLLECTING INFORMATION ON PROCESSES AND FACILITIES

INSTRUCTIONS TO CENTER STAFF

This sheet has been developed for your information. It is our hope to clarify and/or answer any questions you may have concerning record keeping for the 1971-72 year. If, after reading this sheet, you have further questions do not hesitate to ask a member of the research team when she visits or contact us at the following address:

New York State College of Human Ecology
A Statutory College of the State University
N-135 Martha Van Rensselaer Hall
Cornell University, Ithaca, New York 14850

What records will the center be required to keep?

To be kept each day:

Daily Attendance Record
Daily Program
Recruiter Record
Child Care Record

To be considered daily and completed when situation warrants:

Critical Incident Form
Resource Record

To be completed once a month:

Monthly Summary of Attendance

For how long a time period do I complete these records?

You should plan to use the records from Monday, October 4, 1971, through June, 1972.

Shall I continue using last year's record forms?

In many cases the forms may appear similar to last year's. However, slight changes have been made; so please use only the forms developed for the 1971-1972 year.

Who should keep the records?

The final decision as to who shall keep the records will be up to you. However, we do suggest the following:

Teacher aide or Secretary:

Daily Attendance
Monthly Summary of Attendance

Child Care Aide:

Child Care Record

Recruiter or person doing this activity:

Recruiter Record

Teacher:

Daily Program
Critical Incidents
Resource Record

What should I do when I run out of record forms?

We shall mail forms for approximately a month, and bring (on our next visit) enough for the rest of the year.

How will forms be collected?

Forms should be mailed directly to Cornell. Pre-addressed envelopes have been enclosed for your convenience. Forms should be mailed by the fifth of the following month; for example, the forms kept during October should be mailed by November 5th.

DAILY ATTENDANCE RECORD INFORMATION

Directions: Record time in hours (2, 1, $\frac{1}{2}$, $\frac{1}{4}$) rather than minutes. If time spent was less than $\frac{1}{4}$ hour, do not record. Examples of activities are given below for each subject title to help you select the correct subject. If a subject that your center includes has been omitted, additional subjects may be written in the blank columns.

1. FOOD PREPARATION

   a. Cooking
   b. Planning menus to be
   c. Food lab pre-planning
   d. Cleaning up after foods lab
   e. Identification of cooking equipment and use

2. NUTRITION

   Any activity that directly related to the topic of nutrition or nutritive elements
   a. Meal planning, using Basic Four food groups or other nutritional guidelines
   b. Planning low calorie diets or other special diets
   c. Discussing effects of poor nutrition

3. SEWING

   a. Clothing construction
   b. Pattern information
   c. Fabric selection
   d. Use and care of the sewing machine
   e. Hand sewing techniques
   f. Sewing equipment and use

4. CLOTHING RENOVATION

   a. Mending
   b. Dyeing
   c. Shortening or lengthening clothing
   d. Restyling clothing

5. LAUNDRY

   a. Laundry products (bleaches, soaps)
   b. Laundry equipment (types of washers, baskets, pins)
   c. Water--types and temperature
   d. Procedure (sorting clothes, ironing)
   e. Stain removal

6. CONSUMER ECONOMICS

All aspects of consumer economics other than budgeting money
a. Advertising
b. Use and misuse of credit
c. Buying household goods and equipment
d. Buying clothing, food, housing

7. BUDGETING--Time, Money, Resources

a. Uses of family income
b. Personal use of time
c. Identification of family's resources

8. GROOMING

a. Care of hair, nails, teeth
b. Care of clothing
c. Personal hygiene habits

9. CHILD DEVELOPMENT/CARE/GUIDANCE

a. Developmental stages of children
b. Toys and equipment for children
c. Children and play
d. Nutrition and children
e. Child's environment
f. Positive approaches to child guidance

10. FAMILY RELATIONSHIPS

a. Role of individual in the family
b. Recognition of needs and behaviors of individual family members
c. Acceptance of responsibilities

11. HEALTH

a. Home nursing techniques
b. Family prevention of diseases
c. Hygiene to health
d. Health services available
e. Safety and hazards
f. Health insurance

12. HOME CARE

a. Making minor repairs
b. Cleaning techniques and equipment
c. Improving storage space
d. Painting, wall papering

13. CRAFTS

a. Knitting
b. Needlework
c. Pictures and framing
d. Cardboard carpentry
e. Making holiday decorations

14. UPHOLSTERY

a. Learning the techniques of upholstery
b. Upholstering an item

15. REFINISHING

a. Learning the techniques of refinishing furniture
b. Refinishing an item

16. SOCIALIZING

a. Lunch time or snack time
b. Time when the individual is not involved in any specific activity

Center:_____

Date:_____

Completed by:_____

DAILY ATTENDANCE RECORD 1971-72

NOTE: Under the subject titles record the approximate time spent by each individual

Name	Time		Food Prep.	Nutrition	Sewing	Clothing Ren.	Laundry	Consumer Ec	Budgeting	Grooming	Child Develop.	Family Rel.	Health	Home Care	Crafts	Upholstery	Refinishing	Socializing			TOTAL time for each individual
	In	Out																			

TOTALS for this Date

Center_____

Month_____

Completed by_____

MONTHLY SUMMARY OF DAILY ATTENDANCE RECORD 1971-1972

Participant's Name	Number of times attending this month	Most time spent in which areas	Comments (Note when possible why participant missed days or stopped coming)

Center_____

Month_____

Completed by_____

CHILD CARE RECORD 1971-72

Directions: In the first column, write the date. In the next four columns record the number of children for each age group. In the last two columns list the specific foods served to the children for snacks and for lunch.

Date	Number of children				Foods Served for Snacks	Foods Served for Lunch
	Under 1 yr.	1-2 yrs.	3-4 yrs.	5 or older		
Totals						

Center_____

Month_____

Completed by_____

RECRUITER RECORD

Directions: In the activity column write what you did today. For example, made telephone calls, mailed flyers, made posters, knocked on doors and made personal contacts. List the names of people contacted.

Date	Activity	Result of Contact		
		Yes		No
		Agreed to come to a specific program	Agreed to come to the Center sometime	Said they could not or would not come because:

Center_____

Date_____

INVENTORY OF FACILITIES AND EQUIPMENT

Fill in the number of such items in the blank beside the item name.

Kitchen:
____Ranges
____Refrigerators
____Freezers
____Sinks
____Tables
____Chairs
____Dishwashers
____Place settings of flatware
____Place settings of dinnerware
____Toasters
____Electric can openers
____Electric skillets
____Blenders

Sewing Area:
____Sewing machines
____Full length mirrors
____Large tables
____Small tables
____Ironing boards
____Iron

Laundry Area:
____Washers
____Dryers
____Sink (for stain removal or hand laundry)

Grooming Center:
____Portable hair dryers
____Hairdresser-type chair dryer
____Shower or tub

Record-keeping Center:
____File cabinets
____Desks
____Telephones
____Typewriters

Living Area:
____Sofa
____End tables
____Coffee tables
____Occasional chairs
____Book shelves

Child Care Area:
____Play pens
____Baby cribs
____Child-size tables
____Child-size chairs
____Adult-size rocking chair
____Climbing equipment (indoor or outdoor)
____Children's books
____Puzzles
____Blocks
____Equipment for 'playing house'
____Art supplies
____Record player and records
____Music equipment
____Dramatic play equipment
____Outside play area

Audio-Visual Equipment:
____Overhead projector
____Filmstrip projector
____Movie projector
____Screen
____Tape recorder
____Bulletin boards
____Black boards
____Television

Dining Area:
____Dining table
____Chairs
____Buffet

Miscellaneous:

____Home nursing supplies
____Refinishing supplies
____Upholstery supplies
____Home canning supplies

Reference Materials:	Reference Books on Display	Free Handout Materials	Resources (filmstrips, slides, etc.)
Nutrition			
Recipes			
Sewing			
Furniture Refinishing			
Home Decorating			
Child Care			
Consumer Economics			
Birth Control			
Careers			
Family Relations			
Health and Home Nursing			
Grooming			
Magazines			

Confidential Record

Center:_____

Date:_____

BACKGROUND INFORMATION FOR_____

Please check the appropriate box or supply the necessary information for each question.

1. In which age grouping does this participant seem to belong?

_____Under 21

_____21-39

_____40-65

_____Over 65

2. Which of the following most closely describes the attained educational level of this participant?

_____Less than 6th grade

_____6th-11th grade

_____High school graduate or equivalency

_____Post secondary

_____College degree

_____Other (be specific)

_____No information available

3. Which classification best describes this participant's health? Check as many as apply.

_____Appears in normal health

_____Overweight

_____Disabled (Note in what way participant is disabled; be as specific as possible)

_____Other information about her health

4. Which of the following describes the family status of this participant?

_____Single

_____Couple

_____1-parent

_____2-parent

_____Widow

_____Other (be as specific as possible)

_____No information

5. Which of the following would you judge to be the income level of this participant?

_____Among the lowest of our center's participants

_____About average compared to others who attend our center

_____Higher, probably, than most who come to our center

6. Which of the following closest describes this participant's source of income?

_____Spouse working

_____Participant working

_____Both working

_____Work supplemented by welfare

_____Welfare only

_____Social security

_____Other (be as specific as possible)

_____No information available

7. Does the participant have children? _____
If so, how many? _____
What are their approximate ages? Write number in each category in blank.

_____Preschool

_____Elementary

_____Teens

_____Mature

Paraprofessional Sample Only:

8. Was aide employed before starting work in this program? _____
If so, what type of work? (be as specific as possible)

SUPPLEMENTARY DATA

DISTRIBUTION ON PARTICIPANT INTERVIEW SCHEDULE OF KNOWLEDGE, ATTITUDE, AND BEHAVIOR QUESTIONS FOR EIGHT AREAS OF HOME ECONOMICS

Areas of Home Economics	Knowledge Items	Attitude Items	Reported Behavior Items	Predicted Behavior Items
Clothing		A.5	A.1, A.2	
Child Development	F.2	B.4, A.1 F.1, C.3		D.1, D.2 C.2
Foods	A.1, D.1 D.3, A.5		C.4, C.5 B.2, A.7	
Health	B.2, C.1 D.1	A.6	A.1, A.2 E.2	C.2, C.3
Housing	A.1, C.2	A.4, A.2	D.1	
Consumer Economics	A.4, A.7 C.1, C.3 D.1, E.1 F.1		A.1, B.2 D.4, D.8 E.4	A.2, A.5
Management	A.1	B.2	B.1	
Relationships		A.4, B.4	A.5	
TOTALS	18 items	11 items	17 items	7 items

EXAMPLES OF POSITIVE AND NEGATIVE
CRITICAL INCIDENTS

Management of Resources

\+ A young mother on public assistance could not stretch her check to pay all her bills. Each month she had to leave one bill unpaid. One month the furniture store bill was unpaid because a chair broke and she had asked them to come and look at it.

> Miss V was in our office for assistance in helping her contact her furniture company in regard to her account being behind, and the reasoning behind such. I called and made the necessary arrangements so that she wasn't afraid of losing her furniture. I also reported the fact that one piece of her furniture was in defect. This I was assured would be fixed.

As a result, the S kept her furniture, the chair was repaired, and she requested help in financial planning (Program 3).

\+ > During swim program articles were stolen from YWCA lounge. Articles also shop-lifted on comparative shopping trip, made known to teacher after return to center. Discussion of responsibility of individuals to program, center, school district, self and teacher.

As a result,

> ...other students concerned with losing program. Feeling of loyalty to teacher and staff and concern over their respect and position. 'Lost' articles from center reappeared (Program 8).

\+ Participants of the rural program made a field trip to a rummage sale. Upon return, the Ss disucssed having their own sale. Teachers brought into two of their groups resource persons on the establishment of a thrift shop and field trips were made to a clothing outlet of this type operating elsewhere in the county. As a result, one of the groups set up and successfully operated its own thrift shop (Program 6).

\+ > Neighborhood fire left 12 families homeless. Some women who had been coming here and had made clothing and Christmas gifts were in those homes. Five women came to the center the next day and, instead of doing Christmas crafts, used remnants in the center to make clothing for children. Renovation of used clothing continued for many days afterwards.

As a result,

> . . . in five hours two skirts, one pair of slacks, and two nightgowns were made. Women learned how to 'make-do' with what was on hand, to work without a pattern and to work for others without thought for their own planned projects (Program 10).

\+ A S, Mrs. T, was being subjected to blackmail by a woman who said Mrs. T's son had stolen a bicycle. Mrs. T consulted a center teacher who referred her to a lawyer.

> He advised her not to give the woman any more money and to tell her that if she called again she would be charged with blackmail. The woman called several times and it was necessary to reassure Mrs. T after each call . . . Mrs. T would not have been able to call a lawyer on her own. She doesn't read well enough to find him in the phone book and it took some persuasion to convince her that this was the way to handle the problem.

As a result,

> . . . the participant is very grateful for this help and has since consulted teachers in the school about other serious problems. She requires help in following through with our suggestions but lets us know when she needs our assistance (Program 5).

Many similar critical incidents related to management of resources--time, energy, money, community services--were recorded: taking advantage of educational opportunities made known to Ss through the program, finding employment, learning to interact successfully with the school, police, Housing Authority and Social Services.

Foods and Nutrition

\+ This young parent had a terrific weight problem. She weighed 250 lbs. Through our help concerning diets and nutritional factors and her doctor's help, she now weighs 120 lbs. She has learned to sew and make attractive clothes and learned how to style her hair and apply makeup . . .

As a result,

> . . . not nearly as nervous. She has a good self-image and seems much happier (Program 4).

+ Mrs. H very upset. Husband was just released from hospital and has to be on a diabetic diet. One staff member took Mrs. H to talk with hospital dietician. Has since worked at center, planning three days' menu for the family and husband and learning how to prepare suggested foods...weighing amounts in order to develop better conception of weights to serve.

As a result,

> ...new confidence and self-esteem in being able to adequately cope with this problem. She is buying more fruits and vegetables for her husband and family and has begun to ask questions concerning other household management problems (Program 5).

Clothing and Textiles

+ Mrs. M had allowed a friend to sew for her a dress made from some fabric Mrs. M prized. The result was ill-fitting and poorly constructed. The staff persuaded Mrs. M to take apart the garment and reconstruct it herself. As a result,

> ...this is first outfit M had made from new material. Her husband now will give her spending money for her wardrobe if she sews...(Program 7).

+ J was complimented by a staff member on how nice she looked this day when leaving the center and how nice her coat was. She responded that she had paid $10 for the lovely fake fur coat. The staff innocently asked her where she had found a bargain like that. J cooly commented that the coat was 'hot.'

J was encouraged to learn to sew and, as a result, had logged 59 hours of sewing time by the conclusion of the study (Program 5).

Health

+ A pregnant S in the rural program was not receiving prenatal care since her doctor had retired and she was afraid to go to a nearby city for medical help. Earlier, the S's four-year-old daughter had been hospitalized in the city several times.

> Apparently these doctors felt Marie had not taken proper care of her child--she said they threatened to have the child taken away...Welfare caseworker called on her, said as long as R fed the child and took proper care of her, she and her husband could keep her. R said they were only 17 years old at the time and really didn't know much about taking care of babies.

The staff scheduled a visit from the public health nurse, showed a film on child care and handed out pamphlets.

> Visiting nurse answered many of her questions and taught her to read a thermometer. R showed interest in the movie--head nodded many times. Accepted pamphlets.

As a result,

> . . . R went to a doctor in the nearby city and received the medical care she needed (Program 6).

\+ Lady using diet pills--amphetamines--says she feels real good when taking them so she's taking more. I brought in information about these pills and we discussed the effects . . . Discussion of . . . diets.

As a result, she seems to understand the significance of drug abuse and its disastrous effects (Program 1).

Personal Development and Family Relationships

A male S disabled by epilepsy became a regular patron of the center where he hoped to learn sewing skills to enable him to become a tailor. He quickly won acceptance by others at the center and constructed a number of garments. As a result, he continued to acquire the needed skills and his family reported a lessening of the frequent seizures which had plagued him before (Program 9).

\+ K referred to center by case worker. Has been in depressed state since birth of baby. Baby shows definite unawareness. Hope to involve K in as many aspects of program as she shows evidence of handling. Is doing some work on sewing machine. Has come to Family-Children's Services discussion. Baby responding to attention given in child care center.

Later,

> K has shown a steady improvement, but this month she has shown a remarkable upturn. Part of her progress may be due to a change in medication . . . Her participation in the swim program seems to have heightened her eagerness to do things.

Still later,

> the past month has seen such a change. K called on the phone one day to inquire if we were having our family living program. For K to take the initiative to make a phone call in itself is outstanding. A week later she walked the baby down in his carriage to attend a swim program. K smiles and holds her lovely child in her lap and is really like a different person (Program 8).

- Sixteen-year-old just returned from Puerto Rico; wants to go to school nights and work during day. Teacher suggested she try to find job where she can use needlework talent, rather than in neighborhood factory. E went to large yarn shop in town. Got fulltime job as salesgirl. Will pursue night school at adult education center or in local high school.

  One week later store called to say job was given to older woman. E let down. Doesn't want go go to school now. No move to seek other job (Program 10).

Housing

+ Participant needed an electrician and didn't know where to turn. After checking with her I found out she was in a Model Cities area. I contacted them and they went out immediately to her home to correct the problem.

  As a result, participant sees the possibility of having other problems remedied such as broken front steps and window sashes needing repairing. She feels she can cope with the problem better now (Program 1).

Child Development

+ A three-year-old non-English speaking child was having difficulties in the nursery. Hysterical behavior was attributed to her inability to communicate with teacher and children.

  E was put in the tiny tots room (ages, birth to two years) . . . where she appeared much more calm and confident. Her ability to get along with younger children who do not verbalize is an asset to her at this point. She also receives more individual attention and does not have as many rules and routines to follow.

  As a result, this incident has helped everyone. The children no longer have to see an unhappy child crying. It takes the pressure off me and the child's mother and gives confidence to the child (Program 5).

+ Woman plans to send eight-year-old daughter to live with grandfather purely because she and child do not get along. I discussed result of admitting defeat in handling own child (on her part) and offered suggestions for increasing communication lines with this child. Student has younger boy-child whom she . . . obviously favors . . . Arranged for Family and Children Service discussion to be on children for next series. Offered literature on mother-child relationships where sibling rivalry is a problem. Discussed L's feelings toward brother. As a result, has not sent L to live with grandfather at this date. Made coat and dress for L for Easter (Program 8).

EXAMPLES OF POSITIVE AND NEGATIVE TEACHABLE MOMENTS

Foods and Nutrition:

+ S said she was trying to lose weight. Teacher invited her to diet luncheon planned for next week.

+ S told of watching price fluctuations of margarine, buying at lower cost. Teacher reinforced and also explained why should not necessarily buy from local merchants.

- Foods prepared in laboratory or demonstration served hit or miss.

- Ss discussed huge weight gains during pregnancy. No attempt made to discuss prenatal care, general weight control, nutritional needs of the lactating mother.

Management of Resources:

S said she puts dates on cans of stored food in order to properly rotate stock. Reinforced by teacher.

+ Home visit. Spanish-speaking woman had lost job, was preparing to go job hunting with nine-year old son to translate. Could not read or write in either Spanish or English. Referred to classes offered by Adult Basic Education and invited to center. Advantages of being with others, to learn English informally, were stressed.

+ Group of girls 10-13 years old harrassing center, making faces through window and remarks. Teacher invited them in and gave information on consumer education and sewing.

- No explanation of what term "personal resources" meant when used in film on management being shown to Spanish-speaking.

- When S spoke of discarding her electric mixer because she broke the large bowl, no attempt was made to note how to get replacement from manufacturer or appliance store or to use ordinary bowl turned by hand.

- Ss discussed with each other the problem of having leisure time when have children. Teacher sympathized but did not offer to discuss ways to find extra time, through management.

Clothing and Textiles:

+ S was cutting out a child's dress from donated fiberglass fabric. Teacher recognized the danger and explained to the Spanish-speaking class, through the interpreter-aide, the reasons for unsuitability.

Clothing and Textiles: (continued)

+ Teacher commented on fabric purchased by S for dress. "Smart lady. The material is washable. All my things are. It would cost $1.75 to clean this. When you buy clothes, think about things that can go through washer and dryer."

+ Discussion of knitting and crocheting in general led into explanation-description of how one could make children's mittens from worn sweaters, lined with leftover sewing pieces or old garments. Child present was used as a model.

- A S mentioned she saves zippers from old clothes for re-use. Not reinforced by aide or teacher.

- Participant asked aide for help with garment she was constructing. Aide started working on dress, S walked away to visit with another aide. No attempt was made to "teach" the S. When finished with the task, S took the dress and left the center.

Housing, Equipment and Furnishings:

+ Teacher organized a Pamper Patrol for picking up soiled diapers tossed out windows of housing project.

+ Program for the day was antiquing a desk owned by center. Two Ss mentioned articles they wished to antique. Teacher helped the two carry their furniture down to the center (from their apartments in the high-rise project). Everyone helped sand the pieces and put the first coat of paint on.

+ When Hurricane Agnes devastated much of the county in Appalachia served by Program 6 the mobile unit served as a self-contained command post for rescue operations for several days. Staff distributed emergency literature, experimented with procedures for salvaging sodden clothing and household furnishings to help Ss determine which items were salvageable and worth expenditure of rationed energies.

Health:

+ Child became ill while viewing graphic film on first aide techniques. Teacher demonstrated first aid for nausea and fainting.

+ S said she was embarrassed to go to the doctor with questions about menopause because she understood so little about these functions. The lady and others around her were invited to the evening classes at the center on this topic and she was also given the booklet that had been distributed at the first meeting on the subject.

+ S told of an incident when her child cut her arm and the mother didn't know what to do to control the bleeding. Teacher explained about the use of pressure.

Health: (continued)

- Women started discussing abortion laws in New York State. The women spoke about a number of incorrect beliefs. Teacher did not correct, merely observed that they had discussed abortion once before.

Child Development:

+ Young widow did not wish to leave two-year old in center nursery, said child was afraid to have her mother out of her sight since the father died. Teacher encouraged S to leave child while she sewed for her, going often to the nearby nursery to reassure the child. Child and mother both seemed to get along fine.

+ Participants' bringing hungry children with them to the center prompted a demonstration breakfast for children. Foods attractive to children and quickly and easily prepared were served.

+ A question of one S regarding children's learning colors led to a demonstration with a puzzle of how to help child learn. Mother took puzzle home on loan for work with her child.

- In a center which did not provide for child care children became noisy, were put on chairs and told to be quiet for hours.

Personal Development and Family Relationships:

+ At coffee break time discussion turned to guiding teenagers regarding drugs, VD, non-marriage living arrangements, birth control pills. Teacher made helpful observations about parents' need to be informed and where to get help.

+ Young S came by early for evening class. An observation regarding food or diet led to counseling session of the teacher and girl. They were alone and what seemed like a learning session in depth took place. Teacher was giving sound and sensible advice to the young woman.

Household Economics:

+ Much overweight S thumbing through a magazine, looking positively at a "sauna belt" for losing weight, said she thought she'd send for the belt. Teacher pointed out need for cutting down on food intake; sauna belt could not be effective without that. Deceptive advertising discussed.

+ During the sampling meal all threads of conversation related to food were utilized for review or reminder of nutrition or food buying to conserve resources or efficiency in preparation.

Household Economics: (continued)

+ S said she must go home by lunchtime. Her husband said her saving (learning to can tomatoes) was not a saving if he has to spend $3.00 for lunch. The teacher agreed with the husband. S said, "Yes, but now I know how and will can every year."

+ Session was on consumer protection. Participant asked resource person (FTC) if she could go home and get a signed but unfulfilled contract written by a door-to-door salesman. She brought in contract; aide translated it from Spanish into English. Speaker took contract to a lawyer in her office for examination and suggestions for recourse.

- S brought in brochure showing prizes (small appliances) for selling to neighbors a number of gaudy home decorations. Aide told her it was a good idea.

Programs Attracting Participation by Eight or More Ss

Key: RVP = An example of the variety of activities offered by staff in one day's Richly Varied Program which attracted eight or more Ss.
SE = Special Event

Program 1: RVP: child guidance, family relationships, home care, upholstery, crafts, sewing.
SE: clothing swap, Christmas party, open house.
8+: beginning sewing, teens, draperies, clothing renovation, field trip to upholstery company, FDA speaker.

Program 2: RVP: laundry, budgeting, family relationships, home care, crafts.
SE: open house, resource speakers.

Program 3: RVP: slides "Where Your Money Goes," sewing, demonstration on boning turkey.
SE: open house, Midtown Plaza exhibit.
8+: Mothers' Club meetings; laundromat demonstrations; outreach presentations at Ibero-American League, Manpower, neighborhood credit union, settlement house.

Program 4: RVP: weight control, food preparation, sewing, grooming,
SE: pre-Thanksgiving dinner, infant care workshop, demonstration luncheon, Swap n' Shop.
8+: comparative shopping trips, field trip to Broadway play, flower arrangement workshop taught by BOCES teacher, nutrition workshop.

Program 5: RVP: foods demonstration, insect control, sewing, laundry, physical fitness exercises, home nursing, furniture refinishing.
SE: helping Ss prepare food for individual Thanksgiving dinners, Christmas party, Handy Woman's Workshop: plumbing repairs, fashion show.
8+: hair care workshop, upholstery, Christmas crafts, consumer fraud, preparing foods for holidays, preparation of USDA economy meal of the month, first aid, small appliance repair, making an orchid corsage for Easter, creative dance, family spending workshop, guest speaker--venereal disease, Paint-a-Room workshop, Puerto Rican lunch, seed-planting, field trip in search of edible wild plants, Share-a-Poem, preparation of wild plant salads, summer fun for the family.

Program 6: RVP: making slippers from scrap materials and stocking caps from old sweaters, books for children and learning through touch.

SE: visit to elementary school to teach children to make fire extinguishers, beginning crochet.
8+: sex education for children, buying meats.

Program 7: RVP: cooking beef for economy meals, Easter centerpieces, making beer can chairs (led by S).
SE: open house, Italian Festival, potluck Christmas luncheon.
8+: budget foods, upholstery, all-day beauty clinic, Christmas tree decorations, budgeting, Christmas stockings and stuffers, learning to play with your children, first aid and fire prevention, weight anonymous, legal aid, solving mending problems, lamp making, family life series: male-female communication, maternal health, family planning, teenage-adult communication, sex education in the family, understanding psycho-sociological behavior of children 6 to 12.

Program 8: RVP: paper folding hangings for children, cheeseburger pie, swim program at YWCA, decorative patches for curtains and pillows.
SE: open house, Spring luncheon.
8+: teacher-led discussions on birth control, alcoholism, nutrition; preparation for Christmas dinner; field trip to shopping mall; swim program; antiquing furniture.

Program 9: RVP: low-cost, low-calorie luncheon, macrame, upholstery, sewing.
SE: Thanksgiving dinner for Ss and community leaders, Christmas party, luncheon for graduating practical nurses, fashion show.
8+: covering lampshades, craft workshop, fitting problems, upholstery, practice modeling for fashion show, cutting round tablecloths, macrame.

Program 10: RVP: health services available in city, food preparation, crafts, sewing.
SE: Thanksgiving dinner, Christmas party, preparation for display table at PTA, fashion show and luncheon.
8+: Spanish food demonstration by S, budgeting for Thanksgiving and table decorations, using sewing machine attachments, low-cost cuts of beef, comparative food shopping, consumer economics film, value of family celebrations.